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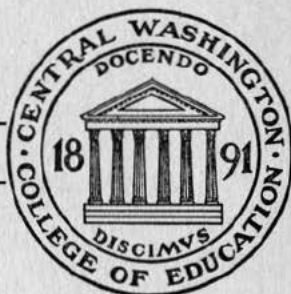
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STORAGE

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Central Washington College of Education

ELLENSBURG, WASHINGTON



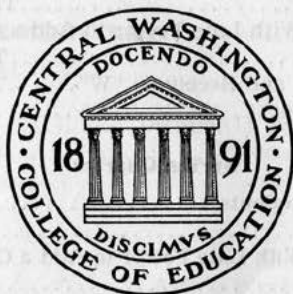
GENERAL CATALOG ISSUE

ANNOUNCEMENTS

1945-1946

Published Quarterly at Ellensburg, Washington

THE QUARTERLY
OF THE
**Central Washington College
of Washington**
ELLENSBURG, WASHINGTON



CATALOG NUMBER

This Institution Is a Member of the
American Association of Teachers' Colleges

Entered at the Ellensburg, Washington, Post Office as
Second Class Matter

ACADEMIC CALENDAR FOR 1945-1946

Autumn Quarter

Reception for Students and Parents, Student Lounge.....	.....Sunday, September 23
Orientation Period for New Students.....	.....Monday and Tuesday, September 24, 25
Registration of All Students.....	.....Wednesday, September 26
Instruction Begins .....	.....Thursday, September 27
Last Day to Register With Late Fee or to Add a Course.....	.....Tuesday, October 9
Last Day to Withdraw and Receive a "W".....	.....Tuesday, October 16
Thanksgiving Recess .....	.....Wednesday, November 21, 1:00 p. m. to Monday, November 26
Autumn Quarter Closes.....	.....Friday, December 14

Winter Quarter

Registration of All Students.....	.....Wednesday, January 2
Instruction Begins .....	.....Thursday, January 3
Last Day to Register With Late Fee or to Add a Course.....	.....Tuesday, January 15
Last Day to Withdraw and Receive a "W".....	.....Tuesday, January 22
Winter Quarter Closes.....	.....Friday, March 15

Spring Quarter

Registration of All Students.....	.....Monday, March 18
Instruction Begins .....	.....Tuesday, March 19
Last Day to Register With Late Fee or to Add a Course.....	.....Friday, March 29
Last Day to Withdraw and Receive a "W".....	.....Friday, April 5
Easter Vacation..	.....Wednesday, April 18, 1:00 p. m. to Monday, April 22
Baccalaureate Service .....	.....Sunday, June 2
Commencement Exercises .....	.....Monday, June 3
Spring Quarter Closes.....	.....Wednesday, June 5

Summer Quarter

Registration of All Students.....	.....Monday, June 17
Instruction Begins .....	.....Tuesday, June 18
Independence Day, Holiday.....	.....Thursday, July 4
First Term Closes.....	.....Wednesday, July 17
Second Term Opens.....Thursday, July 18
Second Term Closes.....Friday, August 16

Part I

OFFICIAL DIRECTORY

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 ELLEEN GIBBS.....Secretary to the Director of Visual Education
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 HELEN PHELPS.....Supervisor of Kamola Hall
Supervisor of Munson Hall
 GEORGE CAMPBELL.....Superintendent of Buildings
 LEOLA BROWN.....Nurse

THE FACULTY, 1945-46

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 B.S., Montana State College; M.S., University of Wisconsin; Ph.D.,
 State University of Iowa; Graduate Student, Harvard University

Education and Psychology

EMIL E. SAMUELSON.....Professor of Education
 B.A., Milton College; M.A., Ph.D., University of Wisconsin; Graduate
 Student, Teachers College, Columbia University

MABEL T. ANDERSON.....Associate Professor of Education
 B.A., State College of Washington; M.A., Teachers College, Columbia
 University; Graduate Student, University of California

LILLIAN M. BLOOMER.....Assistant Professor of Education
 B.A. (Ed.), Central Washington College of Education

* **HUBERT S. COFFEY**.....Assistant Professor of Education
 B.A., M.A., Ph.D., State University of Iowa

* **A. J. FOY CROSS**.....Associate Professor of Education
 A.B., Nebraska State Teachers College; M.A., Ph.D.,
 University of Nebraska

AMANDA K. HEBELER.....Professor of Education
 B.A., M.A., Teachers College, Columbia University; Ed.M.,
 Michigan State Normal College

LORETTA M. MILLER.....Professor of Remedial Education
 Ph.B. (Ed.), M.A., University of Chicago; Ed.D., Teachers
 College, Columbia University

ERNEST L. MUZZALL.....Professor of Education
 B.A., (Ed.), M.A. (Ed.), State College of Washington; Graduate
 Student, Stanford University

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 B.A. (Ed.), State College of Washington; Graduate Student,
 State College of Washington and University of Idaho

MARY I. SIMPSON.....Associate Professor of Education
 B.A., M.A., Colorado State College of Education; Graduate
 Student, Teachers College, Columbia University

LORON D. SPARKS.....Professor of Education
 Ph.B., Ph.M., University of Wisconsin; Ed.D., University
 of California

* In military service or other war work.

WILLIAM T. STEPHENS.....Professor of Education and Psychology
B.A., M.A., Indiana University; M.A., Ed.M., Harvard University;
Graduate Student, George Peabody College for Teachers,
University of Chicago

DONALD THOMPSON.....Professor of Education
B.A., Whitman College; M.A., Stanford University; Graduate
Student, University of Oregon and University of California

Fine and Industrial Arts and Home Economics

HERBERT GLENN HOGUE.....Associate Professor of Industrial Arts
B.A., State College of Washington

JOSEPHINE BURLEY.....Assistant Professor of Art
B.A., Eastern Washington College of Education; M.A., Teachers College,
Columbia University; Graduate Student, University of
Washington, University of Oregon

HELEN M. MICHAELSEN.....Associate Professor of Home Economics
B.S., M.S., University of Washington

* REINO RANDALL.....Assistant Professor of Art
B.A. (Ed.), Central Washington College of Education; M.A., Teachers
College, Columbia University; Chicago Art Institute

RUTH LUCILE REDMOND.....Assistant Professor of Home Economics
B.S., M.A., University of Washington

* GEORGE L. SOGGE.....Assistant Professor of Industrial Arts
B.S., Stout Institute; M.A., Ohio State University

EDNA M. SPURGEON.....Associate Professor of Art
B.A., M.A., State University of Iowa; Graduate Student, Harvard
University; Grand Central School of Art

Health and Physical Education

LEO S. NICHOLSON.....Professor of Physical Education
LL.B., University of Washington; Graduate Student, University
of Washington, University of Michigan and University
of Southern California

LOIS ENSIGN.....Acting Assistant Professor of Physical Education
B.S., University of Utah; M.S., University of Wisconsin

DELORES GARRISON.....Acting Instructor in Physical Education
B.A., University of Washington; M.A., New York University;
Student, Eastern Oregon College of Education

* ISABEL B. KANE.....Assistant Professor of the Dance
B.S., University of Washington; M.A., University of California;
Graduate Student, Teachers College, Columbia University

* In military service or other war work.

- * GEORGE W. MABEE.....Instructor in Physical Education
B.S., Oregon State College; M.S., University of Oregon
- JESSE L. PUCKETT.....Assistant Professor of Physical Education
B.S., M.S., University of Oregon; Graduate Student,
University of California
- PHIL J. SARBOE.....Instructor in Physical Education
B.S., State College of Washington; Graduate Student,
State College of Washington

Languages and Literature

- DONALD E. McRAE.....Professor of English
B.A., Drake University; M.A., Ph.D., State University of Iowa
- CATHARINE BULLARD.....Professor of English
A.B., Rio Grande College; B.S., M.A., Ph.D., University of Minnesota
- ELLA MAI CLARK.....Acting Instructor in French and Spanish
B.A., Vanderbilt University; M.A., University of Illinois; Graduate
Student, University of Minnesota, University of Illinois,
Northwestern Downtown College
- ANNETTE HITCHCOCK.....Assistant Professor of English
B.A., University of North Dakota; M.A., Teachers
College, Columbia University
- * RUSSELL W. LEMBKE...Associate Professor of Speech and Dramatics
B.A., M.A., State University of Iowa; Graduate Student, Yale University
- * Andrew J. MATHEWS...Associate Professor of French and English
B.A., M.A., University of Georgia; Graduate Student
University of Oregon and Columbia University
- LYMAN A. PARTRIDGE.....Associate Professor of Speech
A.B., Brigham Young University; M.A., Columbia University;
Ph.D., University of Michigan
- RUTH SLONIM.....Assistant Professor of English
B.E., Duluth State Teachers College; M.A., University of Minnesota;
Graduate Student, University of Minnesota, State
University of Iowa

Music

- WAYNE S. HERTZ.....Professor of Music
B.S. in Mu.Ed., University of Illinois; M.M., Northwestern University
- JUANITA DAVIES.....Assistant Professor of Music
B.M., M.M., Chicago Conservatory of Music; Student
Ripon College and McPhail School of Music

* In military service or other war work.

LOIS MILLER.....Acting Assistant Professor of Music
B.A., Iowa State Teachers College; M.M., Eastman School of Music

LAWRENCE H. MOE.....Assistant Professor of Music
B.M.E., M.M., Northwestern University

* CLOICE E. MYERS.....Instructor in Music
B.A., Simpson College; M.A., State University of Iowa

* MILTON STEINHARDT.....Assistant Professor of Music
B.M., M.M., Eastman School of Music, University of Rochester;
Graduate Student Cornell University

Science and Mathematics

EDMUND L. LIND.....Professor of Chemistry
B.A., Wabash College; Ph.D., University of Chicago

GEORGE F. BECK.....Professor of Geology
B.S., State College of Washington; Graduate Student, University
of Washington, University of California

PAUL EVERETT BLACKWOOD.....Associate Professor of Natural Science
B.S., Kansas State College; M.A., Teachers College, Columbia University

DOROTHY DEAN.....Associate Professor of Biological Science
B.S., Montana State College; M.S., University of Chicago

* WILFRED W. NEWSCHWANDER.....Associate Professor of Physical Science
B.A., Whitman College; Ph.D., University of Washington

HAROLD W. QUIGLEY.....Professor of Biological Science
B.A., University of Oregon; Graduate Student, University of Oregon,
University of Chicago and University of Illinois

BRUCE ALAN ROBINSON.....Acting Assistant Professor of Mathematics
B.S., Seattle Pacific College; M.S., University of Washington

Social Science and History

REGINALD M. SHAW.....Professor of Geography
B.A., M.S., Ph.D., University of Wisconsin

HAROLD E. BARTO.....Professor of History
B.S., University of Oregon; M.S. (Ed.), University of Idaho

* VERNON CARSTENSEN.....Associate Professor of History
B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

ELAINE FORSYTH.....Assistant Professor of Social Science
B.E., River Falls Teachers College; M.A., University of
Minnesota; Ph.D., Cornell University

* In military service or other war work.

- * WYTZE GORTER.....Assistant Professor of History
A.B., Stanford University; Graduate Student, Stanford University
- SAMUEL R. MOHLER.....Acting Associate Professor of History
A.B., Manchester College; B.D., Yale University; M.A., University
of Washington; Ph.D., University of Chicago
- * ELWYN H. ODELL.....Assistant Professor of Political Science
A.B., Albion College, Michigan; Ph.D., University of Southern California
- ALVA E. TREADWELL.....Associate Professor of Commercial Education
B.A., M.A., State College of Washington; C.P.A.

Library Staff

- MARGARET S. MOUNT.....Librarian
B.A., Macalester College; University of California, Library
Certificate; Graduate Student, Columbia University
- ETHEL REIMAN.....Acting Children's Librarian
B.S. (Ed.), University of Nebraska; B.S. in L.S., University of
Denver; Graduate Student, Caroline Swope School,
Colorado State College of Education
- * DORIS ROBERTS.....Reference Librarian
A.B., Whitman College; B.A. in Librarianship, University of Washington
- ISABEL M. TULLIS.....Catalog Librarian
A.B., Wittenberg College; M.A., University of Michigan;
B.S. in L.S., Western Reserve University
- EDNA B. ZIEBOLD.....Acting Reference Librarian
B.A., Ohio State University; B.A. in L.S., University of Washington

College Elementary School

- AMANDA K. HEBELER.....Director of Training
B.S., M.A., Teachers College, Columbia University; Ed.M.,
Michigan State Normal College
- ALICE MARIE JENSEN...Assistant Professor of Education, Kindergarten
B.S., M.A., Northwestern University
- MARY O. CLANFIELD...Assistant Professor of Education, Second Grade
A.B., Willamette University; Student, Southern Oregon College of Edu-
cation, San Francisco State College, Western Washington College
of Education; A.M., Colorado State College of Education
- BETTY H. IRISH.....Assistant Professor of Education, Third Grade
A.B., Arizona State Teachers College, Flagstaff; M.A., Arizona State
Teachers College; Graduate Student, State University of Iowa

* In military service or other war work.

FRANCES S. SHUCK Assistant Professor of Education, Fourth Grade
B.S., Central Missouri State Teachers College; A.M., Colorado
State College of Education

MAXINE M. FRENCH Assistant Professor of Education, Fifth Grade
B.S. (Ed.), Ohio University; M.A., Teachers College, Columbia University

DOROTHY J. WELCH Assistant Professor of Education, Sixth Grade
B.A., State University of Iowa; M.A., State University of Iowa

Emeritus List

NICHOLAS E. HINCH Associate Professor of English, Emeritus, 1943
B.A., M.A., University College, Toronto University; Diploma, Ontario
Normal College; Graduate Student, Columbia University, Harvard
University, University of Chicago, University of Washington,
and University College, Oxford

SELDEN F. SMYSER Professor of Social Science, Emeritus, 1942
Ph.B., DePauw University; M.A., Ohio State University; Graduate
Student, Columbia University, University of Chicago
and Cornell University

HENRY J. WHITNEY Professor of Mathematics, Emeritus, 1943
B.S., Northwestern University; Graduate Student, University
of Wisconsin and Teachers College, Columbia University

FACULTY COMMITTEES

1945-46

The President is ex-officio a member of all committees.

Academic Affairs—President McConnell, Mr. Barto, Mr. Lind, Mr. Hertz, Mr. McRae, Miss Hebel, Mr. Hogue, Mr. Muzzall, Mr. Nicholson, Mr. Samuelson, Mr. Shaw.

Assemblies and Programs—President McConnell, Mr. Hertz, Mr. Partridge, S. G. A. President, A. W. S. President.

Faculty Welfare Committee—Mr. Shaw, Mr. Blackwood, Miss Anderson.

Memorials—Miss Hebel, Miss Anderson, Miss Mount, Mr. Quigley, Mr. Stephens.

Personnel—Mr. Samuelson, Mr. Barto, Miss Hebel, Mrs. Hitchcock, Mr. Muzzall.

Student Health—Mr. Nicholson, Miss Puckett, College Nurse.

Student Activity Advisers—Athletics, Mr. Shaw; Budget and Accounting, Mr. Courson; Campus Crier, Miss Bullard; Dramatics, Mr. McRae; Hyakem, Mr. Hogue; Music, Mr. Hertz; Social Affairs, Mrs. Hitchcock; Women's Athletics, Miss Puckett.

Student Welfare—Miss Dean, Miss Michaelson, Mr. Moe, Mr. Sparks, Mr. Mohler.

Student Loan Fund—Mr. Muzzall, Mr. Courson, Mrs. Hitchcock, Mr. Samuelson.

Student Employment—Mr. Barto, Mr. Courson, Mrs. Hitchcock, Mr. Muzzall, Mr. Samuelson.

Veterans' Advisory Committee—Mr. Muzzall, Mr. Barto, Mr. Samuelson.

Part II

GENERAL INFORMATION

The Central Washington College of Education at Ellensburg is an integral part of the system of higher education maintained by the State of Washington. It is governed by a board of trustees appointed by the governor of the state and is supported almost entirely by legislative appropriations. No tuition is charged and students pay only such fees as are used in their own activities.

HISTORICAL STATEMENT

The first state legislature which met in 1890 passed a law establishing the Washington State Normal School at Ellensburg. The institution was known by that name until the legislature of 1937 changed the name to the Central Washington College of Education. The college received the first appropriation for its maintenance in 1891. The college opened September 17, 1891, and will complete the fifty-third year of its service to the citizens of the state at the close of the school year 1944-45.

The first president of the institution was Benjamin F. Barge, who served from 1891 to 1894. He was followed by P. A. Getz, 1894-1898. W. E. Wilson was president from 1898 to 1916; George Black from 1916 to 1930. Selden F. Smyser was acting-president for the year 1930-1931. Robert E. McConnell was appointed in 1931.

BUILDINGS AND EQUIPMENT

The present buildings comprise the Administration Building, the first building erected on the campus; the College Elementary School; Library; Classroom Building; Arts and Science Building; Music Building; College Auditorium; Gymnasium; the school residences, Sue Lombard Hall, Kamola Hall, Munson Hall; and the Heating Plant. The residence of the president is located one block south of the main campus.

All this equipment has been set aside for educational purposes. It comprises a portion of the rapidly increasing public wealth. It belongs to all the people of the state and the people who contributed to the erection of the plant, through their contributions in the form of taxes, expect no money return, but they do expect that this equipment will be used, free of charge, by the young people of the state. The state not only presents this physical equipment to the use of all citizens, but pays for the instruction for all who wish to come. This is a heritage that is worthy of the foresight which characterized the pioneers who established this institution in 1890.

GEOGRAPHICAL FEATURES, CLIMATE, AND ACCESSIBILITY

Ellensburg is located near the geometrical center of the state. If one were to take a map of Washington and draw a line from Vancouver to the extreme northeast corner of the state and then another line from Neah Bay to the southeast corner of the state, the lines would cross just a few miles to the northeast of the city.

The city, which lies at an elevation of fifteen hundred feet above sea level, is in the center of the beautiful Kittitas Valley on the eastern slope of the Cascade Mountains. Mount Stuart of the Wenatchee Range can be seen to the north and Mount Rainier to the southwest.

The floor of the valley slopes to the east and south. Since the Highline Irrigation Project was completed, practically all the tillable land can be irrigated. Little rain falls from the first of March to the first of November, and yet as one enters the valley on either of the trunk railroads or on any of the highways, one sees green fields and many trees. The appearance of the entire valley gives one the impression of a well watered and very fertile plain. It is difficult to realize that this section was once a part of the great American desert.

Ellensburg is thirty-six miles from Yakima, seventy miles from Wenatchee, one hundred twenty miles from Seattle, and one hundred thirty-three miles from Tacoma. The main lines of the Northern Pacific and the Milwaukee railroads cross the valley. Paved highways connect Ellensburg with Yakima and give easy access to all points to the east, through the Blewett Pass to Wenatchee and the Okanogan country, and through the Snoqualmie Pass to the Puget Sound area. The Washington Motor Coach Company has a terminal in Ellensburg and operates coaches over all highways.

The climate is of the inland type. The winters are mild with an occasional period of zero weather when skating, skiing, and sleighing are diversional sports. In the spring, windy days are followed by weather most invigorating. The summers are moderate. The few warm days are forgotten when the breezes again blow over the Cascades. The autumn is the most perfect season of the year. The days are clear and calm. The climate, as a whole, conforms to that recommended by geographers as the type most stimulating to intellectual endeavor and to physical well-being.

EDUCATIONAL, CULTURAL, SOCIAL, AND RELIGIOUS OPPORTUNITIES AFFORDED BY THE COMMUNITY

Six thousand people reside within the corporate limits of the city of Ellensburg, though it is the trade center of a much larger population. In addition to the College, the educational institutions consist of two elementary schools, a junior high school, a senior high school, and the Lourdes Academy.

Ellensburg and the Kittitas Valley were settled by a vigorous, well-educated, and cultured people. Many of the social customs and traditions of the pioneers have persisted. One is aware of the fine relationship between the community and the College. Members of the faculty take an active part in the service clubs and in the Chamber of Commerce. The business men of the city help finance the school publications.

There are nine churches in which many students and faculty members actively participate. The ministers and members welcome students to the denomination of their choice and the opportunity is thus presented for the development of leadership ability in religious work and for service to the community.

LECTURES, ENTERTAINMENTS, AND ASSEMBLIES

Associated Students hold assemblies at the call of and under the direction of student officers.

Regular all-college assemblies are held on Tuesday morning the third period. Programs are planned to include entertainment features and lectures by members of the faculty and by visitors of note brought to the school especially for this purpose.

Under the auspices of both the College and the Associated Students, a broad program of entertainment and instruction is planned each year as a type of supplementary education. Nationally and internationally known lecturers and entertainers are selected.

STUDENT AID

The College will aid students in finding opportunities for self-help. Inquiries regarding employment should be addressed to the office of the Registrar. Work in private homes for board and room constitutes a large field of employment for women. Clerical work in offices and stores is available to those who have real ability in typing and stenography. A limited number of women are employed in the kitchen and dining room service, and the library.

Means of self-support for men are: part-time janitor service, clerical work in offices and stores, garden and lawn work, caring for furnaces, garage work, hotel work, tending stock, assisting in laboratories, and odd jobs by the hour.

All students attempting to earn the entire amount of their college expenses should reduce their study programs proportionately.

STUDENT LOAN FUND

The student loan fund is a revolving fund administered by the College. Each year the fund is augmented by the fee of \$1.00 which is paid by each applicant for a diploma. Applications for loans may be made at the office of the Director of Instruction. All applicants must have had a residence at the College of at least one quarter

and attained an acceptable scholastic record before asking for financial assistance.

The Kiwanis Club of Ellensburg established a Loan Fund of \$100.00 October 3, 1931. The club maintains ownership of the fund but turns the power of distribution over to the committee on student loans both as to the amount to be loaned per student and the purpose of the loan. The Kiwanis Club desires to keep this Loan Fund an active and revolving fund indefinitely.

The Ellensburg Rotary Club, in November, 1931, created a fund of \$500.00. Loans are made available for short periods to men students of proved ability who give promise of becoming successful teachers. Requests for loans from this fund should be made to the committee on student loans of the College.

The local chapter of the P. E. O. organization, the national P. E. O. organization, and the Ellensburg Study Club all have loan funds available to students. Application is made to the special committees of these organizations upon the recommendation of the Student Loan Committee of the College.

The Lee A. Paul Fund was established in 1943 for the purpose of making small, short-time, non-interest bearing loans to students. Applications should be made to the chairman of the student loan committee.

The Association for Childhood Education, an organization of those interested in primary and kindergarten teaching, contributes each year to the Student Loan Fund.

HONOR AWARDS

The following awards are made yearly at the time of the June commencement:

J. B. Moser Cup. This cup is awarded to the individual football player who maintains the highest scholastic record during the football season.

Lee Scott Award. This trophy is awarded to the individual basketball player elected by the team as its greatest inspiration.

Rotary Club Medal. This medal is awarded to the individual football player who has been of greatest inspiration to his teammates.

Junior Chamber of Commerce Track Trophy. This is a plaque on which the names of Conference Record holders in track are placed.

Associated Women Students Recognition Award. Two scholarships of twenty-five dollars are offered each year to two members of the Associated Women Students, one an off-campus girl and one a dormitory girl, who, though almost wholly self-supporting, have at the same time maintained a high average scholarship and whose leadership ability, character, and personality have been outstanding.

Associated Women Students Scholarship Plaque. This plaque will be awarded each quarter to the women's residence group which has the highest general scholarship average. Kamola Hall, Sue Lombard, and Off-campus women compete for the award.

Altrusa Club Scholarship. A scholarship of twenty-five dollars is offered each year to a girl of the Ellensburg High School having qualities which the club recognizes as desirable for a student seeking a higher education.

Jennie Moore Memorial Scholarship. This scholarship of fifty dollars is awarded on the basis of personality traits and professional promise.

Associated Students' Award. Three plaques are awarded annually at the close of the year to three outstanding seniors. The award will be made on the basis of scholastic achievement, contribution to college life, leadership ability, and character.

The Ralph Wilson Memorial Scholarship. A scholarship of fifty dollars will be offered at the end of each scholastic year to the most deserving freshman music student who has maintained a high scholarship record throughout his (or her) freshman year. This scholarship is a memorial to Mr. Ralph Wilson, offered by Mrs. Ralph Wilson, in remembrance of his lifelong interest in music.

STUDENT HOUSING

Few schools are so well equipped to house their students as is the Central Washington College of Education. There are two large residence halls for women, Kamola Hall and Sue Lombard Hall, and one for men, Munson Hall. There is adequate room to accommodate all out-of-town students. All first-year students are expected to live in the dormitories. However, if one enters with a good high school record and appears to be able to carry regular school work and to earn his board and room, special arrangements may be made with the Dean of Men or Dean of Women. All students entered on condition must live in one of the halls.

The student dining room is in Sue Lombard Hall, the newer of the two halls of residence for women. Both men and women students may use the dining hall.

STUDENT HEALTH SERVICE

The college maintains a complete health service under the direction of the Department of Health and Physical Education. The college employs two full-time registered nurses who are available for consultation and, by special arrangement, the local clinic is available for expert medical service to all students.

A thorough physical examination by the school physicians is required of all students during the first quarter of residence and there-

The following

after at least once a year. Medical advice and office treatment are free to all students. Prevention of disease and health education are an essential part of the health service.

THE LIBRARY

The College Library is housed in a separate building. On the main floor are located: the office of the President, the office of the Librarian, reading and reference rooms. The library science classroom and the Northwest History reading rooms are on the second floor.

The library contains 38,000 volumes. The main lending collection of books and pamphlets is shelved in a four-tiered stack room. There are the following special collections: The Herbert C. Fish Memorial Library of 500 volumes on Pacific Northwest history; exhibit collection of textbooks; exhibit collection of children's books; a juvenile library of 3,200 volumes housed in the College Elementary School; and, in addition to an extensive file of unbound periodicals, 4,000 volumes of bound magazines.

PLACEMENT SERVICE

The College maintains a well-organized placement service. This office renders valuable service to graduating students and alumni who are seeking teaching positions. A record of the work and qualifications of each graduate is kept on file in the placement office; it is thus possible for the placement office to submit accurate and complete data on each candidate recommended to school officials. The placement director endeavors to become acquainted with all graduating students and alumni desiring placement service. When teaching vacancies are reported to the placement office, the Director is able to recommend candidates whose qualifications meet the requirements of the vacancy reported.

ACCREDITATION

The Central Washington College of Education is a member of the American Association of Teachers' Colleges and is accredited by all schools which are members of this association. It is also accredited by all standard universities and colleges in the Northwest. This means that a student may pursue work at this college and the credits earned will be accepted by the other higher institutions either as meeting a portion of the requirements in the institution to which the transcript of record has been issued, or will be accepted by that institution as elective credits. This institution has a reciprocal relationship with other accredited institutions. Credits earned at any of these will be accepted in so far as the work taken articulates with the elements of the required curriculum.

Because of the sequence of required professional courses, a student who transfers to Central Washington College cannot hope to be certified in less than four quarters unless a portion of the professional

work has been taken elsewhere. In no case can one be certified in less than three quarters of residence study.

VETERANS' EDUCATION

Veterans will find Central Washington College of Education a desirable place in which to continue their educational program. It is most favorably situated both from an environmental point of view and through recent experiences to render the maximum of service to the returned veteran. Living accommodations on the campus are low in cost and excellent in quality. The location of the College in the prosperous agricultural region adjacent to the Cascades and in Ellensburg, a city of 6,000 population, offers much to those who wish to study under the most favorable conditions.

Educational offerings are plentiful and small classes make possible the individual contacts and associations between faculty members and students so essential to successful college life.

The College has a program for veterans which includes special provision for (1) the admission of ex-service men and women, (2) the granting of credit for educational experiences in military service, (3) and the counseling and assisting of veterans by the Veterans' Advisor and the Personnel Office.

The College is listed as one of the institutions accredited under the provisions of the "G. I. Bill" to provide instruction for veterans.

Admission of Veterans

Veterans may obtain regular standing at Central Washington College of Education by one of the following means:

- a. Presenting a high school transcript showing fifteen high school units
- b. On the basis of the General Educational Development Examination of the Armed Forces Institute
- c. Students who have not graduated from high school and who do not take the General Educational Development Examination may obtain regular standing by earning forty-five quarter credits, exclusive of physical education activities, with a minimum grade point average of "C," plus the recommendation of the personnel committee.

College Credit for Military Service

College credit for education experience in military service:

- a. Credit will be allowed on the usual transcript basis for credits that are submitted on an official transcript from the college or university where the work was taken.
- b. The recommendations of the American Council on Education as outlined in *A Guide to the Evaluation of Educational Experience in the Armed Service* will be followed in evaluating other educational experiences gained in military service.
- c. Credit up to 12 quarter hours will be granted for the completion of basic military training and 18 quarter credits for officers' training regardless of how the commission was attained.

Types of Work Available

Two broad types of work are available. The first is in the field of professional education in which training is secured for positions as elementary and junior high school teachers, supervisors and principals. In addition, from one to two years of work may be taken in numerous pre-professional and general college fields. Detailed information concerning courses of study will be found in Parts V and VI of this catalog. The areas in which work may be taken are listed below.

GENERAL COURSES**Pre-Professional**

Pre-Engineering
Pre-Law
Pre-Dentistry
Pre-Nursing
Pre-Medicine
Pre-Pharmacy
Pre-Physical Therapy
Pre-Social Service

General College

Bacteriology
Business and Economics
Home Economics
Journalism
Library
Mathematics and Science
Meteorology
Music

Terminal

Commercial Art
Secretarial Science

TEACHER EDUCATION**Fields of Preparation**

Nursery School
Kindergarten
Primary
Intermediate
Junior High School

Major and Minor Fields of Preparation

Commercial Education
Fine Art
Industrial Art
Home Economics
Health and Physical Education
History
Literature
Mathematics
Speech and Drama
Music
Biology
General Science
Geology and Geography
Geology
Physical Science
Social Science
Remedial Education

For additional information write Veterans' Advisor.

OFF-CAMPUS SERVICE

The Central Washington College of Education serves the state in many ways in addition to that of conducting classwork on the campus.

Extension Classwork

For a number of years, extension classwork has been conducted in Yakima and Ellensburg. The purpose of this classwork is to give teachers in service the opportunity to study their immediate classroom problems and to complete courses that may be required for higher certification. A regular fee is charged for this work as no portion of the appropriation for the maintenance of the institution may be used for this purpose. However, the charge is reasonable and, to date, this extension classwork has been self-supporting.

Correspondence Work

A number of correspondence courses are regularly offered to nonresident students. The courses offered are those needed by students for the completion of their requirements for graduation or higher certification. The courses are outlined by the department heads, the study is carefully supervised, and the credits so earned are counted the same as though the work had been taken in residence. Address the Registrar.

Other Off-Campus Service

In addition to the extension classwork and the correspondence work, members of the administration and the faculty appear upon programs of the Inland Empire Education Association, regional meetings of the Washington Education Association, and county institutes. The music organizations have been heard on radio broadcasts from Yakima, Seattle, and Spokane stations. Correspondence relating to programs by the Music Department and for speakers at club meetings should be addressed to the President of the Central Washington College of Education.

Film Service

A large library of moving picture films and other visual aids are available for rental by schools and other organizations. Erpi, Eastman, Office of War Information and numerous other film producers are represented in the College library. Address the Director of Visual Education.

Part III

EXPENSES

FEEES AND DEPOSITS PAID BY ALL STUDENTS

Payment of Fees. All fees are payable in full at the time of registration.

Deposits. A \$5.00 room deposit is made to the Business Office at the time of making room reservations by all students living in college residence halls.

A \$5.00 damage deposit is made by each student at registration time.

Refunds. Students who withdraw during the first two weeks after enrolment are entitled to the return of the deposits if not subject to forfeit because of damage to college property, \$5.00 from the Student Government Association Fee, \$1.50 from the Library Fee, and \$1.50 from the Health Fee.

Health Fee. The health fee is \$3.00 per quarter. This fee entitles each student to a thorough physical examination at the time of entrance, to the services of the school nurse and infirmary in case of illness, and to the service of the school physician upon the recommendation of the school nurse. Students living off-campus are charged \$.75 per day during the time they are confined in the infirmary.

Library Fee. The library fee is \$2.00 for each of the autumn, winter, and spring quarters, and \$3.00 for the summer quarter. A deposit of \$5.00, returnable upon withdrawal, is made at the time of registration.

Miscellaneous Fee. This fee of \$1.00 per quarter is used for the support of special lectures, assemblies, and other services.

Student Government Association Fee. The Associated Students' Fee is \$7.75 per quarter for the autumn, winter, and spring quarters, and \$5.25 for the summer quarter.

MISCELLANEOUS FEES

Appointment Fee. All applicants for certificates pay \$1.00. This amount goes to the support of the Appointment Service.

Associated Women Students. All women students pay a fee of \$.50 per quarter to the support of the social activities of the College in which women are primarily interested. A portion of the fund so obtained also supports the yearly scholarships offered by this organization. In addition, the Associated Women Students sponsors certain entertainment features each school year.

Audit Fee. Students who wish to audit any classwork pay a fee of \$1.00 per credit hour, but not more than \$3.00 per course, nor more than a total of \$5.00. Laboratory courses cannot be audited.

Correspondence Study Fee. The fee for all correspondence work is \$3.00 per credit hour. A special bulletin on correspondence work will be mailed upon request.

Course Fees. Students enrolled in certain courses pay a fee which varies with the nature of the course. The courses which require a fee are listed in their respective departments.

Extension Fee. Students who live in Ellensburg and wish to enrol for a limited amount of work are charged at the rate of \$2.50 per credit hour. Such students must pay the library deposit fee of \$5.00 which will be refunded upon withdrawal.

Graduation Fees. A fee of \$1.00 is required by law for each certificate issued. This fee is forwarded to the county superintendent of the county in which the certificate is first registered. The degree fee is \$5.00. The degree is not a certificate to teach, consequently all who are candidates for the degree pay the certificate fee also.

Hyakem Fee. All students who enrol for the autumn and winter quarters pay a fee of \$3.50 which entitles them to a copy of the Hyakem, the College yearbook.

Late Registration Fees. A fee of \$2.00 is charged all who pay fees or file registration booklets subsequent to certain dates in each quarter.

Physical Education Fee. Each student enrolled for any physical education activity pays \$1.00 per quarter for gymnasium services.

Student Benefit Fee. All students who apply for a certificate pay the fee of \$1.00 at the time of application. This fee goes to augment the Student Benefit Fund.

Test Fee. A fee of \$.50 is charged all students who enrol for the first time. This fee is used to purchase the test material and to pay for such help as may be necessary to grade the papers and to tabulate the test scores.

Transcript Fee. One transcript of record is furnished the student without charge. A fee of \$1.00 is charged for each additional transcript.

X-Ray Fee. All applicants for a teaching certificate must have had an X-Ray examination. Arrangements have been made with the local clinic for reduced rates for this service.

Charges for Board and Room

Board in the college dining hall is charged at the rate of \$6.00 per week. War conditions make this item subject to change.

Room prices vary according to location and accommodations. The range is from \$1.50 to \$2.50 per week. All rooms are double with single beds. Students who wish to make a room reservation should send a \$5.00 deposit to the Business Manager, specifying the quarter for which the reservation is desired: namely, autumn, winter, spring, or summer. Failure to notify the Business Manager of non-occupancy at least one week prior to the opening of any term will result in the forfeiture of the deposit.

Upon receipt of the deposit by the Business Manager the reservation will then be made by the Dean of Men or Women. Reservations should be made early to insure accommodations.

Room Equipment and Furnishings. Each room is furnished with bed, mattress, mattress cover, two blankets, bed spread, pillow, dresser, and window curtains. Each individual is supplied with two hand towels, one bath towel, one pillow cover, and two sheets. Laundering of room linen is included in the charge for room rent.

Part IV

GUIDANCE AND ACTIVITIES

FUNDAMENTAL PRINCIPLES AND POLICIES

The following aims and principles control the organization and development of the College.

1. The physical equipment, the administrative organization, and the instructional staff constitute a portion of the social wealth of the State of Washington and as such are dedicated to the education of the youth of the commonwealth and to the preparation of teachers for the elementary schools.

2. It is the belief of the administration that teaching is a privilege and not a right. Therefore, candidates for teacher preparation are selected and high standards of conduct and of scholarship are required of those who are admitted to professional work.

3. The relative value of curriculum material used in a teachers' college should be judged by the nature and needs of the schools and communities which it serves.

4. Teacher preparation should be differentiated and specialized according to the grade level to be taught.

5. The prospective teacher should acquire a rich background of general culture, including a knowledge of present-day problems.

6. Professional scholarship should be sound. A teacher should be thoroughly familiar with educational theory and with the implications of psychology for educational procedure.

7. In all its activities, the College seeks to maintain high standards of excellence together with the practical concept of usefulness.

PERSONNEL SERVICES AND ACTIVITIES

Student Counseling Program

The College has long cherished the ideal of friendly and sympathetic relationships between students and faculty. From the very beginning, freshmen and transfer students become aware that faculty members are interested in their problems and desire to help them make a successful adjustment to college life. Certain faculty members perform specific personnel functions; for example, the Dean of Women, the Dean of Men, the Director of Personnel, the Registrar, and several faculty members assigned as freshmen advisers, all give much time in helping freshmen get a favorable start in their study programs and in assisting them to profit from the many new experiences which college living offers them. Heads of divisions in which the major and the minor have been chosen serve as counselors for upper classmen.

The school nurse and other members of the Division of Health and Physical Education are available for counseling on personal prob-

lems affecting health and physical fitness. The Dean of Women helps students in the administration of the college social program and counsels with students on personal and social problems.

All entering students, freshmen and transfers, take one or more tests at the time of college entrance. The purpose of these tests is to provide useful information concerning the educational background of entering students. This information is then available to faculty counselors and is employed in personal conferences with students for planning a study schedule, selection of courses, and meeting other college study problems.

Orientation and Guidance

The first week of the Autumn Quarter is designated as Freshman Week and during the first two days only freshmen are present on the campus. During these days activities are planned to acquaint the freshman student with the college program—studies, personnel services, and student government and activities.

During the entire first week faculty members assigned as freshmen advisers, the Dean of Women, and the Director of Personnel are active in gaining necessary information for class assignments, in helping students get acquainted with the library, in assisting them to adjust to the new living arrangements, in acquainting them with the college traditions, and in helping them to get the right kind of start in college life.

The Dean of Women and the Dean of Men are responsible for the social life of the college. First-year students usually reside in one of the dormitories. There each individual is under the direct supervision of a housemother.

The Registrar of the College acts as a guide in matters of choice of curriculum and of the specific groups of courses to be carried each quarter. When the student has chosen a major, the head of that department becomes co-adviser with the Registrar in matters pertaining to the curriculum.

There are numerous occasions, also, when a student needs help to make a satisfactory adjustment to his college work. Problems relating to study load, methods of study, daily time-budgeting, and overcoming subject deficiencies often face the individual. The personnel office has been established to diagnose the scholastic difficulties of students and to help each one to solve his particular problem.

All freshmen are assigned to certain faculty members who serve as advisers. Advisory groups are limited to ten or twelve students in order that the advisers may become well-acquainted with each student. Every freshman student, therefore, has the assurance that a particular faculty member is available to help him with troublesome problems.

All instructors and administrative officers plan to give each student as much personal freedom as he is capable of using to his ad-

vantage. Faculty guidance, therefore, is always for the purpose of assisting students to become self-reliant; freedom is granted every student to direct and manage his own social and academic program, and restrictions operate only at times when personal freedom interferes with the best development of the individual himself or of others in the social group.

STUDENT CONDUCT

No definite set of rules and regulations has been formulated for the conduct of students. It is assumed that all students are responsible men and women who are cognizant of what constitutes acceptable conduct. The officers of the personnel division are constantly alert to assist students in the conduct of their personal affairs and in the organization and orderly procedure of group functions. Infractions of gentlemanly and lady-like conduct are dealt with as they arise.

Students who are domiciled in one of the residence halls are, of course, subject to the house rules which have been formulated by the members of the group.

INSTITUTIONAL AND LIVING REGULATIONS

In order that students may know what obligations are incurred when they plan to live in one of the dormitories, and for the protection of the school and the students housed in the school residences, the following regulations are in force:

1. Any student who has reserved room and board and has taken up residence on the campus may remove therefrom by submitting a formal petition to the Dean of Men or Dean of Women at least ten days prior to the date of contemplated removal.

2. If a student wishes to withdraw from the dormitory, the consent of the dean must be obtained, as in number 1; a withdrawal slip must be obtained from the Housemother and from the Director of the dormitories; also, the student must satisfy the college authorities that all college property has been returned and that no unusual damage has been done to the room or its furnishings before the room deposit is returnable.

3. All students living off-campus must be in a residence in living quarters operated by and cared for by a responsible landlord or landlady, and all living arrangements must be approved by the Dean of Men or the Dean of Women.

4. Not more than three or four students may live together and maintain housekeeping quarters in an off-campus residence.

5. Students who reside in one of the halls are expected to board in the college dining hall.

STUDENT ORGANIZATIONS

Student Government Association. For a number of years the students of the College have had an organization called the Associated Students. During the school year 1941-42, student leaders had been

desirous of organizing a student government association including what is commonly called the Honor System. Student leaders together with a faculty committee worked out a constitution embodying the idea of democracy in student government. The constitution was adopted during the spring quarter of 1941-42.

The membership fee for the regular school year is \$7.75 a quarter, and for the summer session, \$5.25. The executive board of the Student Government Association is composed of the president, vice-president, secretary, treasurer, four representatives at large, and the editor of the campus weekly, *The Campus Crier*. The funds provided by membership fee are used to pay the interest on and to amortize the bonds that are outstanding against the gymnasium, to subsidize the athletic and social activities of students, and to provide lectures, music, and entertainment. At the time of registration, each student is presented with a membership card which gives admission to all college functions to which funds of the Student Government Association have been budgeted.

Social Organizations

Participation in one or more of the following clubs is for the purpose of personal development as well as a means of service to fellow students and the college. The ability to enter into this group activity in a creative way will be a large factor in the student's enjoyment of school life and will determine, to a considerable degree, success in community life after graduation.

Associated Women Students is an organization of all women of the College.

Sue Lombard Association, Kamola Hall Association, and Munson Hall Association are organizations of students living in the respective halls of residence.

Off-Campus Clubs. There are two organizations of students living off-campus, the Off-Campus Men's Club and the Off-Campus Women's Club.

Departmental Clubs include: in Art, **Kappa Pi** (chapter of national art society), and **Home Economics Club**; in Drama, **The Maskers and Jesters**; in History, **The Herodoteans**; in Geography, **The Whitbeck Club**; in Health and Physical Education, **The W. A. A.**, Dance Club (women), and **The Crimson W Club** (men); in Music, **Sigma Mu Epsilon**.

Association for Childhood Education (The A. C. E.) is a professional organization of all students who are preparing to teach in the kindergarten or primary grades.

The Intercollegiate Knights is a service club for men. **The Iyoptians** is a sophomore service society to which sophomore women are

chosen to membership on the basis of high scholarship and participation in college activities.

Kappa Delta Pi is a national honorary society of students preparing for teaching or other professional work. Membership is determined on the basis of scholarship and promise of success in teaching.

School Publications

There are two periodicals, the publication of which rests largely with students: The Campus Crier, the college weekly; and the Hyakem, the college annual.

Music Organizations

Central Washington College of Education musical organizations include an *a cappella* choir, orchestra, band, and numerous small ensembles. Each of these organizations prepare standard classical literature for concert use. In addition to the regular quarterly appearances, each group tours somewhere within the State of Washington each year. These performances give the music student ample opportunity to develop skill in his particular field, and in addition add to the cultural life of the college community.

The *a cappella* choir is an organization of sixty picked voices. A chorus is maintained to serve as a training group for the concert choir.

The orchestra is selected from the instrumentalists of the school and is devoted to the performance of works of symphonic caliber, as well as of educational materials. Works for string orchestra are also presented.

The band is an organization of forty pieces which appears as a concert group, as well as a marching band.

Part V

ADMINISTRATION OF THE CURRICULUM

REQUIREMENTS FOR ADMISSION

1. **High School Graduates.** Graduation from an accredited high school is required of all who apply for admission to candidacy for the degree of Bachelor of Arts in Education.

Graduates from non-accredited high schools are admitted on condition; the condition to be removed after the student has successfully met the minimum academic standards during the first term in residence. They may then become candidates for the degree of Bachelor of Arts in Education.

Students attending high schools in Washington should apply to their high school principal or superintendent for the uniform application blank that is used in this state. It should be filled out according to directions and forwarded to the office of the Registrar. Graduates from out-of-state high schools may write to the Registrar for one of the application forms. All applications should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

2. **Non-high School Graduates.** Mature students who have not completed a full four-year high school course may be admitted as special students. If such students wish to become candidates for the degree of Bachelor of Arts in Education, they must satisfy the full entrance requirement. This may be done by obtaining credit in fifteen high school units by examination or by substituting college credits for high school courses not completed. The basis for this substitution of credit is ten quarter credits of college work for each high school unit.

No college credit is allowed for college work completed before graduation from high school or for high school post-graduate work.

ADMISSION WITH ADVANCED STANDING

1. **Other Colleges that Grant Degrees.** Credits earned in accredited colleges will be evaluated and advanced standing allowed on the basis of the official transcript submitted. Credit toward the fulfillment of graduation requirements will be allowed only in so far as the courses satisfactorily completed meet the requirements of the basic course pattern of Central Washington College. All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

2. **Junior Colleges.** Credits earned in accredited junior colleges will be evaluated in accordance with the following provisions:

- a. Not more than ninety-six quarter hours of work (including six in physical education) may be allowed for credit.
- b. No credit may be allowed for professional courses.

All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

3. Non-accredited Colleges. Credits earned in non-accredited colleges may be accepted as a basis for advanced standing only after the applicant has successfully met the minimum academic standards during one term of residence. All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

STUDENT LOAD

A student can complete the credit requirement for the Degree of Bachelor of Arts in Education in four school years (twelve quarters) if the number of credits earned per quarter averages sixteen. However, the amount of work carried will depend upon several factors, the ability of the student and the number of hours per week of extra-curricular activities.

Students who must work for board and room and members of teams in the major sports are urged to carry reduced loads.

All requests to carry more than seventeen credit hours should be made in writing to the Personnel Committee on or before the day of registration. Approval of the Personnel Committee must be obtained before registration is completed.

STUDENT RESPONSIBILITY FOR RECORDS

All students entering this college for the first time, whether from high school or another college, should arrange to have their transcripts filed in the office of the registrar at least two weeks before the date of registration. (See procedures under Requirements for Admission.)

When a student has completed registration, his Official Study Schedule is filed in the office of the registrar. Since this schedule is the basis for official reports and records, the student must assume the responsibility for keeping it accurate at all times.

Students will be given credit only for the courses for which they are officially registered.

Students must assume the responsibility for meeting all general and departmental requirements and total credit for graduation.

NUMBERING OF COURSES

Lower division courses are numbered from 1 to 99. Lower division courses are those which are designed primarily for first and second year students. Upper division courses are numbered from 100 to 199. Upper division courses are those which are designed primarily for third and fourth year students. These usually carry prerequisites.

REGISTRATION PROCEDURES

Students should plan to complete their registration on the day or days designated in the college calendar.

Registration should proceed as follows:

1. Fill out and file housing cards
Dean of Women's Office A-304
Personnel Office A-201
2. Pay fees in Business Office A-203
3. Report to the college library
4. Secure registration materials at information table
5. Read and follow the directions which will be a part of the registration materials

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of quarter hours earned, as follows: Freshman, 0-45 quarter hours; Sophomore, 45-90 quarter hours; Junior, 90-135 quarter hours; Senior, 135-192 quarter hours.

MARKING AND POINT SYSTEM

The five-point grading system is used. "A" means distinctly superior work. "B" means positively good work, well above average. "C" means average work. "D" is passing but represents work below average. "E" indicates a quality of work not entitled to credit. "I," incomplete, may be given if a student has attended up to within two weeks of the close of the quarter and has done satisfactory work. Incomplete work must be completed before the closing date of the first quarter the student is in residence following the one in which the incomplete was given, or the "I" will be changed to an "E." "W," withdrawn, is given only in case of withdrawal in good standing.

In order to facilitate the averaging of grades to determine the scholarship rank of students, "Quality Points" are assigned to each mark as follows:

- For each hour with a grade of "A," 4 quality points.
- For each hour with a grade of "B," 3 quality points.
- For each hour with a grade of "C," 2 quality points.
- For each hour with a grade of "D," 1 quality point.
- For each hour with a grade of "E," 0 quality points.
- For each hour with a grade of "I," 0 quality points (until removed).

SCHOLARSHIP STANDARDS

Any student applying for admission whose grade point quotient (number of honor points divided by the number of units presented) on the high school record is less than 1.75 will be given conditional classification. Any student whose grade point quotient for any quarter is less than 1.75 becomes a problem for the Personnel Committee to be dealt with as the case seems to warrant.

To be assigned to directed teaching, a student must have made a grade point quotient of at least 2.00 for each of the two quarters preceding the assignment. To be recommended for a certificate or for a degree the cumulative grade point quotient must be at least 1.75 for all credits accepted toward graduation and at least 2.00 for the last three quarters of work.

Preliminary estimates are given in all courses at the end of the first six weeks of each quarter and students who are doing unsatisfactory work are given personal attention and advice by the Director of Personnel.

ABSENCES

Regular attendance at classes is essential to good work and irregular attendance usually proves a serious handicap and is likely to lower the quality of the student's work.

The following attendance regulations controlling classroom attendance have been formulated by the Faculty committee on personnel procedures: (1) every student is responsible for regular attendance in all classes for which he is enrolled; (2) daily attendance is to be kept by each member of the faculty and reported to the registrar at the end of each quarter; (3) students are expected to do full work for the quarter. They are responsible for arranging for make-up work. Instructors or departments will formulate their own policies regarding arrangements for make-up work; (4) if poor attendance affects the quality of the work of a student, lower grades will be given; (5) consecutive absence of three days, irregular attendance, or absences before and after vacations shall be reported to the dean of women or the dean of men, who shall check on the causes of absence and counsel the student; (6) the Personnel Committee will review student cases involving questionable attendance records when they are referred to the committee by the deans.

DEGREES AND CERTIFICATES

The three Colleges of Education are authorized by the State Board of Education of the State of Washington to grant certificates. They are authorized by the State Legislature to issue the Degree of Bachelor of Arts in Education to those who satisfactorily complete the curriculum required of those who would teach in the elementary and junior high schools of the State of Washington.

Types of Certificates

Types of certificates issued by the State Department of Public Instruction are:

Three-Year Elementary Certificate. This certificate will be issued to those who complete the four-year curriculum or the *five-year

* The five-year curriculum is for those who have earned the Degree of Bachelor of Arts or Bachelor of Science at a liberal arts college and who transfer to complete their preparation for teaching in the elementary school.

curriculum. This certificate is valid in the elementary and junior high schools of the State of Washington for a period of three years.

Six-Year Elementary Certificate. This certificate will be issued to those who have taught for two years during the life of a three-year certificate. This six-year certificate may then be renewed by the completion of at least nine quarter credits of work in an accredited institution of higher learning sometime during the life of the certificate.

War Emergency Certificate. "War Emergency Certificates shall be issued by the State Department upon recommendation of teacher-training institutions in the State, on the basis of four years of training including practice teaching in a secondary teacher-training institution for teaching in a secondary school or three years of training including practice teaching in an elementary teacher-training institution for teaching in an elementary school. This certificate is in force during the manpower emergency (as determined by the State Board of Education) and three years beyond, provided the teacher is continuously teaching on this certificate. It is understood that the granting of this certificate will cease when the State Board declares the manpower emergency at an end. One year (45 credits) of the above training must have been completed in the institution recommending the certificate."**

Special Education Credential (Remedial Certificate). This certificate may be obtained upon the completion of 30 hours of work as outlined in this catalog.

Conversions, Renewals and Reinstatements. All conversions, renewals, and reinstatements are made by the State Superintendent of Public Instruction. Application forms for renewals should be secured from county superintendents and these applications should be filed with the State Superintendent of Public Instruction well in advance of the expiration date of the certificate.

CERTIFICATE AND DEGREE REQUIREMENTS

General Requirements

1. Graduation from a four-year accredited high school or its equivalent.
2. Age of eighteen years at the date of granting certificate.
3. Satisfactory ratings on standardized tests in subject matter of the elementary grades.
4. Residence study in this institution of at least one academic year (36 weeks) with a minimum of fifteen credits per quarter. Additional credits necessary may have been earned in some other institution.

** By action of the State Board of Education December 22, 1942.

5. Cumulative grade point quotient of 1.75 with at least a grade point quotient of 2.00 for the last three quarters of residence.

6. Good moral character and personal and physical fitness for teaching.

7. Citizenship in the United States or the holder of an alien permit.

Special Requirements

In addition to the general requirements listed above, a candidate for the degree of Bachelor of Arts in Education must have credits in each of the courses listed below, or an equivalent, and also the special requirements of the divisions in which the major and minor or 3 minors have been chosen.

DETAIL OF REQUIREMENTS FOR NURSERY SCHOOL, KINDERGARTEN, PRIMARY AND INTERMEDIATE EDUCATION

I. General Education and Service Courses:

Art I, Art Structure.....	5
① English 1, English Composition.....	5
English 2, English Composition.....	5
Geography 1, World Geography.....	5
Health Education 1, Health Essentials.....	3
History 110, History and Government of Washington.....	3
Home Economics 2, General Nutrition.....	3
③ Music 1, 2 or 3, Fundamentals of Music.....	5
Science 1, Survey of Physical Sciences.....	5
Science 2, Survey of Biological Sciences.....	5
Science 3, Environmental Studies.....	5
Social Science 1, Structure and Development of Modern Society.....	5
Social Science 2, Structure and Development of Modern Society.....	5
Psychology 1, General Psychology.....	5
Physical Education, Activity Courses.....	6
③ Speech 1, Fundamentals of Speech.....	2

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① On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.

② The music course required of all students is differentiated according to the musical experience and ability of the students. Music 1 is for those who plan to major in music. Students not planning to major or minor in the music department may take Music 1 if, upon test, they seem to possess the requisite ability. Music 2 is for students who plan to teach in the primary or intermediate grades of the elementary school. Music 3 is for those students who plan to teach in the upper grades or the junior high school.

③ During the freshman year a speech test will be given. Upon the result of the test, one may be excused from Speech 1, and may elect another speech course.

II. Professionalized Subject Matter Courses:

Art 104, Art Methods and Materials.....	2
Music 110, Music Methods and Materials.....	2
English 119, Children's Literature.....	3
Health Education 103, School Health.....	2
Education 51, Mathematics for Teachers.....	2
Physical Education 100, Plays and Games.....	3
Education 50, Cursive and Manuscript Writing.....	1

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III. Professional Courses:

Education 1, Introduction to Education.....	3
Psychology 3, Child Development.....	5
Education 100, Introduction to Teaching.....	3
Education 104a, b, or c, Directed Teaching.....	5
Education 105, Curriculum and Methods.....	5
Education 106a, b, or c, Directed Teaching.....	5
Education 119, Modern Educational Problems.....	5
Education 145, Helping the Exceptional Child.....	2
Psychology 102, Educational Psychology and Measurement.....	4

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IV. Major and Minor:

Primary and intermediate teachers may complete a major of 30 hours and a minor of 15 hours, or three minors of 15 hours each.

The major may be chosen from one of the following:

Commercial Education	Speech and Drama
Fine Art	Music
French	Biology
Industrial Art	General Science
Home Economics	Geology and Geography
Health and Physical Education	Geology
History	Physical Science
Literature	Social Science
Mathematics	Remedial Education

The minor may be chosen from any of the areas listed for the major, and, in addition, Education and Psychology, Health Education, Library Science, and French.

The minor in Education and Psychology is usually reserved for students who are planning on administrative work or for students who completed the two-year course several years ago when a much larger per cent of the work taken was in Education and Psychology and at a time when no provision was made for the academic major and minor.

V. Electives:

Electives to bring the total to 192 credit hours may be chosen from any of the current offerings.

Upper Division Requirements

1. 64 out of the required 192 credit hours must be in upper-division courses.
2. Two-thirds of the credit hours required for a major must be in upper-division courses.

**REQUIREMENTS FOR STUDENTS PREPARING FOR
UPPER GRADE OR JUNIOR HIGH SCHOOL TEACHING****Detail of Requirements****I. General Education and Service Courses:**

Art 1, Art Structure.....	5
①English 1, English Composition.....	5
English 2, English Composition.....	5
Geography 1, World Geography.....	5
Health Education 1, Health Essentials.....	3
Health Education 103, School Health.....	2
History 110, History and Government of Washington.....	3
Home Economics 2, General Nutrition.....	3
Music 1 or 3, Fundamentals of Music.....	5
Science 1, Survey of Physical Sciences.....	5
Science 2, Survey of Biological Sciences.....	5
Science 3, Environmental Studies.....	5
Social Science 1, Structure and Development of Modern Society.....	5
Social Science 2, Structure and Development of Modern Society.....	5
Psychology 1, General Psychology.....	5
Physical Education, Activity Courses.....	6
Speech 1, Fundamentals.....	2

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II. Professional Courses:

Psychology 3, Child Development.....	5
Education 100, Introduction to Teaching.....	3
Education 104b or c, Directed Teaching.....	5
Education 105, Curriculum and Methods.....	5
Education 106b or c, Directed Teaching.....	5
Education 119, Modern Educational Problems.....	4
Education 145, Helping the Exceptional Child.....	2
Psychology 102, Educational Psychology and Measurement.....	4
Education 107, School Law.....	1

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III. Major:

Upper grade and junior high school teachers will complete a major of 45 credit hours. The major may be chosen from one of the following divisions:

English	Mathematics and Science
Fine Arts	Music
Home Economics	Science
Industrial Arts	Social Studies
Communicative Education	Physical Education

① On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.

IV. Minor:

A minor of 15 credit hours may be chosen from the following divisions:

Commercial Education	Library Science
English	Mathematics
Fine Art	Music
Geography	Physical Education
History	Science
Home Economics	Social Science
Industrial Art	Speech

V. Electives:

Electives of 24 credit hours to bring the total to 192 credit hours may be chosen from one of the current offerings.

Upper Division Requirements

1. 64 of the required 192 credit hours must be in upper-division courses.
2. Two-thirds of the credit hours required for a major must be in upper-division courses.

REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM**Curriculum by Years**

The outline of the curriculum leading to the Degree of Bachelor of Arts in Education is given below.

PRIMARY AND INTERMEDIATE PROGRAM**First Year**

Art 1, Art Structure.....	5
Education 1, Introduction to Education.....	3
① English 1, English Composition.....	5
English 2, English Composition.....	5
Health Education 1, Health Essentials.....	3
Science 1, Survey of Physical Sciences.....	5
Science 2, Survey of Biological Sciences.....	5
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Physical Education, one credit each quarter.....	3
Elective	4

① See page 33 for note on English requirement.

Second Year

Speech 1, Fundamentals of Speech.....	2
Psychology 1, General Psychology	5
Psychology 3, Child Development	5
Geography 1, World Geography.....	5
Home Economics 2, General Nutrition.....	3
② Music 1 or 2, Fundamentals of Music.....	5
Science 3, Environmental Studies.....	5
Education 50, Cursive and Manuscript Writing.....	1
Education 51, Mathematics for Teachers.....	2
Physical Education, one credit each quarter.....	3
Major, Minor, and Elective.....	12
	48

Third Year

Education 100, Introduction to Teaching.....	3
Education 104a or b, Directed Teaching.....	5
Education 105a or b, Curriculum and Methods.....	5
Physical Education 100, Physical Education Activities for the Elementary and Junior High School.....	3
Health Education 103, School Health.....	2
English 119, Children's Literature.....	3
History 110, History and Government of Washington.....	3
Major, Minor, and Elective.....	24
	48

Fourth Year

② Education 106a or b, Directed Teaching.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Education 119, Modern Educational Problems.....	5
Art 104, Art Methods and Materials.....	2
Music 110, Music Methods and Materials.....	2
Education 145, Helping the Exceptional Child.....	2
Major, Minor, and Elective.....	28
	48

② See page 33 for note on Music requirement.

③ Majors in the special fields such as Art, Home Economics, Health, Music, and Physical Education, may teach their major subject as part of, or the whole of, this assignment.

REQUIREMENTS FOR UPPER GRADE OR JUNIOR HIGH SCHOOL PROGRAM

Curriculum by Years

The outline of the curriculum leading to the Degree of Bachelor of Arts in Education is given below.

UPPER GRADE OR JUNIOR HIGH PROGRAM

First Year

Art 1, Art Structure.....	5
①English 1, English Composition.....	5
English 2, English Composition.....	5
Health Education 1, Health Essentials.....	3
Science 1, Survey of Physical Sciences.....	5
Science 2, Survey of Biological Sciences.....	5
Social Science 1, Structure and Development of Modern Society.....	5
Social Science 2, Structure and Development of Modern Society.....	5
Physical Education, one credit each quarter.....	3
Elective	7
	48

Second Year

Speech 1, Fundamentals of Speech.....	2
Psychology 1, General Psychology	5
Psychology 3, Child Development	5
Geography 1, World Geography.....	5
Home Economics 2, General Nutrition.....	5
Music 1 or 3, Fundamentals of Music.....	5
Science 3, Environmental Studies.....	5
Physical Education, one credit each quarter.....	3
Major, Minor, and Elective.....	13
	48

Third Year

Education 100, Introduction to Teaching.....	3
Education 104b or c, Directed Teaching.....	5
Education 105, Curriculum and Methods.....	5
Health Education 103, School Health.....	2
History 110, History and Government of Washington.....	3
Major, Minor, and Elective.....	30
	48

Fourth Year

Education 106b or c, Directed Teaching.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Education 119, Modern Educational Problems.....	4
Education 145, Helping the Exceptional Child.....	2
Education 107, School Law	1
Major, Minor, and Elective.....	32
	48

① On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.

STUDENT TEACHING EXPERIENCE

Adequate facilities are maintained to offer a comprehensive teaching-experience program. In the directed teaching courses each student is given two quarters of supervised teaching. Assignments for teaching, made with reference to student needs and abilities, provide broad, varied, and valuable experience. There is differentiation of responsibilities in first and second quarter teaching to insure the greatest possible growth on the part of each student teacher. The student teaching is organized under the direction of supervisors with special reference to the needs of the children as well as to the teaching-experience needs of college students.

As a part of the ten-credit practice teaching requirements in the kindergarten-primary, intermediate, or junior high school departments, students with special interests and abilities are given opportunity to teach music, art, science, health and physical education.

Facilities for student teaching are provided in the College Elementary School on the campus, and in the public schools of Ellensburg, including the Washington School and the Morgan Junior High School.

NURSERY SCHOOL, KINDERGARTEN-PRIMARY EDUCATION

A grasp of the development and educational needs of young children is provided through courses in observation and theory. The course in Child Development gives a survey of the continuous development of children from birth through the first six years. A period of teaching in the nursery school, kindergarten and primary grades gives students direct experience in working with young children.

ADVANCED TEACHING

Teachers who were certified below the level of the three-year curriculum will, in general, be required to take some advanced teaching before being granted higher certification. Exemption from this requirement may be granted only upon petition to the Personnel Committee.

Part VI

GENERAL COLLEGE DIVISION

All educational institutions are largely local in that a large proportion of their students come from territory located within a radius of one hundred miles. The Central Washington College of Education at Ellensburg has been primarily a teacher training institution. However, it is possible for a student who is not planning to prepare for teaching to take courses in this institution which will meet the requirements of the first year or the first two years in another institution.

In order better to guide those who wish to enrol at Central Washington College for one or two years of college work and later transfer to another college, the following programs are submitted:

PRE-PROFESSIONAL PROGRAMS

These programs are planned specifically for those whose plans are definitely made to enter a professional school at a later date and who need a sound foundation for advanced work in the various fields. The curricula will permit admission to the sophomore or to the junior year and the completion of the degree of Bachelor of Arts or Bachelor of Science in two or three years depending upon the amount of work completed in this college.

PRE-ENGINEERING

The following one-year course in pre-engineering is designed to fit the needs of those students who are interested in some branch of the engineering field. This one-year pre-engineering course may be used as the first year of any branch of the engineering field, including chemical engineering, civil engineering, mechanical engineering, electrical engineering, and aeronautical engineering.

Autumn

Science 70, General Inorganic Chemistry.....	5
Mathematics 50, College Algebra.....	5
English 1, English Composition.....	5
Physical Education	1
	<hr/>
	16

Winter

Science 71, General Inorganic Chemistry.....	5
Mathematics 51, Trigonometry.....	5
English 2, English Composition.....	5
Physical Education	1
	<hr/>
	16

Spring

Science 72, Qualitative Analysis.....	5
Mathematics 52, Analytic Geometry and Calculus.....	5
Social Science 70, Principles of Economics.....	5
Physical Education	1
	<hr/>
	16

PRE-LAW

Students desiring to prepare for the study of law may take the following program of studies for one year. In most cases a second year of work may be taken after determining the requirements of the institution to which the student plans to transfer his credits.

Autumn

History 50, The History of the United States I.....	5
Social Science 52, American Government.....	5
Science 1, Survey of Physical Sciences or	
Science 2, Survey of Biological Sciences.....	5
Physical Education	1
	<hr/>
	16

Winter

English 1, English Composition.....	5
History 51, The History of the United States II.....	5
Science 1, Survey of Physical Sciences or	
Science 2, Survey of Biological Sciences.....	5
Physical Education	1
	<hr/>
	16

Spring

Speech 1, Fundamentals of Speech.....	2
English 2, English Composition.....	2
Social Science or Sociology.....	5
Elective	3
Physical Education	1
	<hr/>
	16

PRE-MEDICINE AND PRE-DENTISTRY

The first two years are devoted to general education—social science, the humanities, elementary physical and biological sciences. For entrance into medical school three years of work or a degree are required, depending upon the school.

The following two-year program consisting of courses acceptable for transfer is suggested.

FIRST YEAR

Autumn

Science 70, General Inorganic Chemistry.....	5
Science 50, Invertebrate Zoology	5
English 1, English Composition.....	5
Physical Education	1
	<hr/>
	16

Winter

Science 71, General Inorganic Chemistry.....	5
Science 51, Invertebrate Zoology	5
English 2, English Composition.....	5
Physical Education	1
	<hr/>
	16

Spring

Science 72, Qualitative Analysis	5
Science 52, Vertebrate Zoology	5
Psychology 1, General Psychology.....	5
Physical Education	1
	<hr/>
	16

SECOND YEAR

Autumn

Science 77, General Physics	5
Science 110, Quantitative Analysis.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Winter

Science 113, Elementary Organic Chemistry.....	5
Science 78, General Physics.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Spring

Science 79, General Physics.....	5
Science 114, Elementary Organic Chemistry.....	5
Social Science 70, Principles of Economics.....	5
Physical Education	1
	<hr/>
	16

Suggested electives: Science 90 and 91, Human Physiology
 Science 80, Physiology and Anatomy
 Sociology
 History

PRE-NURSING

By agreement with the State Supervisor of Nursing, the Central Washington College of Education has been designated as the school in Central Washington where the preliminary courses in preparation for nursing may be taken. The curriculum consists of four quarters of work and, because some of the required courses are offered only once a year, one can pursue the curriculum to best advantage by enrolling in the autumn quarter and remaining throughout four quarters.

Autumn

Science 70, General Inorganic Chemistry.....	5
Science 90, Human Physiology	5
Health Education 52, Nursing Education.....	3
Health Education 1, Health Essentials.....	3
Physical Education	1

17

Winter

English 1, English Composition.....	5
Science 71, Inorganic Chemistry	5
Science 91, Human Physiology	5
Physical Education	1

16

Spring

English 2, English Composition.....	5
Science 92, Bacteriology.....	5
Science 93, Human Anatomy	5
Physical Education	1

16

Summer

Home Economics 100, Nutrition.....	5
Psychology 1, General Psychology.....	5
Social Science 51, Sociology.....	5

15

PRE-PHARMACY

The following courses lead to the degrees of Pharmaceutical Chemist and Bachelor of Science in Pharmacy. It is possible to combine pharmacy with business courses, other science courses, or pre-medicine, which would determine the electives and later specialization.

FIRST YEAR**Autumn**

English 1, English Composition.....	5
Science 70, General Inorganic Chemistry.....	5
Mathematics 50, College Algebra.....	5
Physical Education	1

16

Winter

English 2, English Composition.....	5
Science 71, General Inorganic Chemistry.....	5
Mathematics 51, Trigonometry.....	5
Physical Education	1

16

Spring

Commercial Education 64, Business Correspondence.....	3
Science 72, Qualitative Analysis.....	5
Elective	7
Physical Education	1

16

SECOND YEAR**Autumn**

Science 50, Invertebrate Zoology.....	5
Science 110, Quantitative Analysis.....	5
Elective	5
Physical Education	1

16

Winter

Science 51, Invertebrate Zoology.....	5
Science 113, Elementary Organic Chemistry.....	5
Elective	5
Physical Education	1

16

Spring

Science 53, Comparative Anatomy.....	5
Science 114, Elementary Organic Chemistry.....	5
Social Science 70, Principles of Economics.....	5
Physical Education	1

16

PRE-PHYSICAL THERAPY

Physical therapy is the treatment of disability, injury and disease by non-medical means comprising the use of massage, exercise, and the physical, chemical and other properties of heat, light, water and electricity (except x-ray, radium, and electro-surgery).

Prerequisites for specialization in physical therapy call for two or three years of college or university study including work in physical and biological sciences. The following curriculum meets those requirements and will serve as a basic foundation to prepare students for further specialized work in this field.

FIRST YEAR

Autumn

Health Education 1, Health Essentials.....	3
Science 50, Invertebrate Zoology.....	5
Elective	7
Physical Education	1
	<hr/>
	16

Winter

English 1, English Composition.....	5
Science 51, Invertebrate Zoology.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Spring

English 2, English Composition.....	5
Science 52, Vertebrate Zoology.....	5
Psychology 1, General Psychology.....	5
Physical Education	1
	<hr/>
	16

SECOND YEAR

Autumn

Science 70, General Inorganic Chemistry.....	5
Social Science 50, Anthropology.....	5
Psychology 3, Child Development.....	5
Physical Education	1
	<hr/>
	16

Winter

Science 80, Physiology and Anatomy.....	5
Science 71, General Inorganic Chemistry.....	5
Health Education 101, Kinesiology.....	3
Elective	2
Physical Education	1
	<hr/>
	16

Spring

Philosophy 129, Introduction to Philosophy.....	5
Health Education 106, Physiology of Exercise.....	5
Health Education 107, Home Care of the Sick.....	2
Elective	5
Physical Education	1
	<hr/>
	16

Electives should be chosen under careful guidance to insure a full year of transferable credit in the essential background courses of English, sociology, biology, psychology, history and economics.

PRE-SOCIAL SERVICE

A two-year basic foundation course may be taken by students interested in the field of social work—those social services rendered by governmental-public and voluntary-private agencies. These courses will provide the required background for the specific professional courses, such as family and child welfare, medical and psychiatric social work, community organization and social group work, and will be transferable with full credit.

FIRST YEAR**Autumn**

English 1, English Composition.....	5
Science 50, Invertebrate Zoology.....	5
Social Science 52, American Government.....	5
Physical Education	1
	<hr/>
	16

Winter

English 2, English Composition.....	5
Science 51, Invertebrate Zoology.....	5
Social Science 53, American Government.....	5
Physical Education	1
	<hr/>
	16

Spring

English 55, Introduction to Literature.....	3
Science 52, Vertebrate Zoology.....	5
Psychology 1, General Psychology.....	5
Elective	2
Physical Education	1
	<hr/>
	16

SECOND YEAR**Autumn**

Social Science 50, Anthropology.....	5
Psychology 3, Child Development.....	5
Home Economics 2, General Nutrition.....	3
Commercial Education 64, Business Correspondence or	
Elective	3
Physical Education	1
	<hr/>
	17

Winter

Social Science 51, Sociology.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Home Economics 105, Home Management.....	3
Speech or History.....	3
Physical Education	1
	<hr/>
	16

Spring

Social Science 70, Principles of Economics.....	5
Philosophy 129, Introduction to Philosophy.....	5
Home Economics 110, Family Relations.....	3
English 52, Advanced Composition or	
Health Education 107, Home Care of the Sick or	
History or Economics.....	3
Physical Education	1
	<hr/> 17

Electives should be chosen under careful guidance to insure a full year of transferable credit in the essential background courses of English, sociology, biology, psychology, history and economics.

GENERAL COLLEGE PROGRAMS

The following courses are designed for those who wish to take other than teacher education work. Courses in various science fields, music, library, home economics, journalism, business and economics are available for those who wish to do one or two years of work preliminary to more advanced study.

BACTERIOLOGY

The pre-medical courses may be taken for the first two years by those desiring to major in bacteriology. Later specialization could lead to medical bacteriologist, dairy bacteriologist, dairy inspector, clinical diagnostician, sanitary inspector, hygiene and public health.

BUSINESS AND ECONOMICS

The two-year course in business and economics is designed to fit the needs of two classifications of students:

1. Those who wish to earn a degree in any branch of business and economics may take their first two years at Central Washington College and transfer, with junior standing, to another college or university.
2. Those who wish to take a one or two-year business course preparatory to taking a position in the business world as a stenographer, bookkeeper, or office worker, may qualify for this type of work upon completion of either of the courses.*

FIRST YEAR**Autumn**

English 1, English Composition.....	5
Geography 50, Economic Geography.....	5
Elective—Language, Science or Mathematics.....	5
Physical Education	1
	<hr/> 16

* See page 56 for description of the one-year secretarial training program.

Winter

English 2, English Composition.....	5
Commercial Education 68, Business and Economics.....	5
Elective—Language, Science or Mathematics.....	5
Physical Education	1
	<hr/>
	16

Spring

Commercial Education 64, Business Correspondence.....	3
Commercial Education 69, Business and Economics.....	5
Elective—Language, Science or Mathematics.....	7
Physical Education	1
	<hr/>
	16

SECOND YEAR**Autumn**

History 50, The History of the United States I.....	5
Commercial Education 61, Business Law.....	3
Commercial Education 65, Beginning Accounting.....	5
Elective	3
Physical Education	1
	<hr/>
	17

Winter

History 51, The History of the United States II.....	5
Commercial Education 62, Business Law.....	3
Commercial Education 105, Advanced Accounting or	
Commercial Education 108, Office Practice and	
Commercial Education 109, Civil Service Training.....	5
Elective	3
Physical Education	1
	<hr/>
	17

Spring

Commercial Education 63, Business Law.....	3
Commercial Education 106, Statistical Analysis or Elective.....	5
Elective	8
Physical Education	1
	<hr/>
	17

A GENERAL COURSE

This course is provided for those students who are uncertain about their fields of concentration. It is expected that by the end of the sophomore year a definite program will have been selected by the student.

FIRST YEAR**Autumn**

English 1, English Composition.....	5
Physical or Biological Science or Mathematics.....	5
History or Modern Foreign Language.....	5
Physical Education	1
	<hr/>
	16

Winter

English 2, English Composition.....	5
Physical or Biological Science or Mathematics.....	5
History or Modern Foreign Language.....	5
Physical Education	1
	<hr/>
	16

Spring

Psychology 1, General Psychology.....	5
Physical or Biological Science or Mathematics.....	5
History or Modern Foreign Foreign Language.....	5
Physical Education	1
	<hr/>
	16

SECOND YEAR**Autumn**

Literature	5
Physical or Biological Science or Mathematics.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Winter

Social Science 51, Sociology.....	5
Physical or Biological Science or Mathematics.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Spring

Social Science 70, Principles of Economics.....	5
Physical or Biological Science or Mathematics.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Suggested electives: Foreign Language
Art

HOME ECONOMICS

Two years of college work in home economics may be taken for transfer to another college by those who wish to teach in high school. (For Home Economics major requirements in this college see page 67.)

FIRST YEAR**Autumn**

Science 70, General Inorganic Chemistry.....	5
English 1, English Composition.....	5
Art 1, Art Structure.....	5
Physical Education	1
	<hr/>
	16

Winter

Science 71, General Inorganic Chemistry.....	5
English 2, English Composition.....	5
Science 80, Physiology and Anatomy.....	5
Physical Education	1
	<hr/>
	16

Spring

Home Economics 61, Textiles and Design.....	5
Science 92, Bacteriology.....	5
Home Economics 50, Food Preparation.....	5
Physical Education	1
	<hr/>
	16

SECOND YEAR**Autumn**

Home Economics 51, Meal Planning and Service.....	5
Science 77, General Physics.....	5
Psychology 1, General Psychology.....	5
Physical Education	1
	<hr/>
	16

Winter

Science 78, General Physics.....	5
Science 113, Elementary Organic Chemistry.....	5
Social Science 51, Principles of Sociology.....	5
Physical Education	1
	<hr/>
	16

Spring

Home Economics 70, Clothing Selection and Construction.....	5
Science 114, Elementary Organic Chemistry.....	5
Literature or History.....	5
Physical Education	1
	<hr/>
	16

JOURNALISM

This course will give the student interested in journalism a one-year program which will enable him to continue his study in a school of journalism.

Autumn

English 1, English Composition.....	5
English 60, Journalism	3
Commercial Education 61, Business Law.....	3
Geography 50, Economic Geography.....	5
Physical Education	1
	<hr/>
	17

Winter

English 2, English Composition.....	5
Social Science 54, Comparative Government.....	5
English 61, Practical Journalism.....	1
Elective	5
Physical Education	1
	<hr/>
	17

Spring

English 55, Approach to Literature.....	3
Psychology 1, General Psychology.....	5
Elective	7
Physical Education	1
	<hr/>
	16

LIBRARY ADMINISTRATION

Students interested in becoming librarians may qualify for entry into a graduate library school by completing the requirements for a Bachelor of Arts Degree in Education, providing they have a reading knowledge of one modern foreign language.

The following elective courses would be helpful in preparing for library work:

- Commercial Education 51, Elementary Typing
- Art 51, Lettering
- Art 107, Layout and Design
- Any courses offered in Library Administration

METEOROLOGY

The following two-year course includes the requirements which, with a college degree, will enable one to qualify for a civil service position as junior meteorologist. Also, it provides the necessary background of training required for entry into training for meteorologists in the Armed Services.

FIRST YEAR**Autumn**

Science 77, General Physics.....	5
English 1, English Composition.....	5
Mathematics 50, College Algebra.....	5
Physical Education	1
	<hr/>
	16

Winter

Geography 110, Geography of North America.....	3
Mathematics 51, Trigonometry.....	5
Science 78, General Physics.....	5
Elective	2
Physical Education	1
	<hr/>
	16

Spring

English 2, English Composition.....	5
Mathematics 52, Analytical Geometry and Calculus.....	5
Science 79, General Physics.....	5
Physical Education	1
	<hr/>
	16

SECOND YEAR**Autumn**

Mathematics 101, Calculus.....	5
Geography 84, Meteorology.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Winter

Mathematics 102, Calculus.....	5
Geography 85, Meteorology.....	5
Elective	5
Physical Education	1
	<hr/>
	16

Spring

Mathematics 103, Calculus.....	5
Geography 86, Climates and Regions.....	5
Elective	5
Physical Education	1
	<hr/>
	16

MUSIC

This program is designed to provide the opportunity for the music student to do intensive work in the field of his choice. The satisfactory completion of this program should make it possible for the student to continue his study in a conservatory of music.

FIRST YEAR**Autumn**

English 1, English Composition.....	5
Music 1, Fundamentals of Music.....	5
*Music 76a, Piano.....	1½-3
*Music 76b, Voice; 76c, Strings; 76d, Woodwind; 76e, Brass, or 76f, Organ.....	1½-3
Physical Education	1

15½

Winter

English 2, English Composition.....	5
Music 50, Elementary Harmony.....	3
*Music 77a, Piano.....	1½-3
*Music 77b, c, d, e, or f.....	1½-3
Music 55d, Woodwind Class.....	1
Physical Education	1

14½

Spring

Psychology 1, General Psychology.....	5
Music 64, Intermediate Harmony.....	3
*Music 78a, Piano.....	1½-3
*Music 78b, c, d, e, or f.....	1½-3
Music 56e, Brass Class.....	1
Elective	3
Physical Education	1

17½

SECOND YEAR**Autumn**

Music 111, Advanced Harmony.....	3
Music 104, Formal Analysis.....	3
*Music 100a, Applied Piano—Advanced.....	1½-3
*Music 100b, c, d, e, or f.....	1½-3
Music 54c, String Class.....	1
Elective	5
Physical Education	1

17½

* A student must choose a major and minor applied subject. If his major is piano, he will choose his minor from (b) voice, (c) string, (d) woodwind, (e) brass, or (f) organ. If his major is other than piano, he must choose piano as his minor. In his major subject, the student will receive two half-hour lessons per week and his credit will be 3 credit hours. The minor subject will receive 1 half-hour lesson per week and 1½ credit hours. Fees: \$15.00 per quarter (ten lessons) for voice and all instruments except organ, which is \$25.00 per quarter (ten lessons).

Winter

Music 112, Music History to 1800.....	3
Music 105, Counterpoint.....	3
*Music 101a, Applied Piano—Advanced.....	1½-3
*Music 101b, c, d, e, or f.....	1½-3
Elective	5
Physical Education	1
	<hr/>
	16½

Spring

Music 113, Music History from 1800.....	3
Music 106, Composition.....	3
*Music 102a, Applied Piano—Advanced.....	1½-3
*Music 102b, c, d, e, or f.....	1½-3
Elective	5
Physical Education	1
	<hr/>
	16½

A music student is required to participate in one of the campus musical organizations each quarter, with or without credit.

TERMINAL PROGRAMS

These programs are designed for those who desire to spend one or two years in securing training in specialized vocational fields, at the same time securing some of the benefits of living on a college campus and participating in student activities. In the event that the student transfers to another institution, college credit may be secured for the work completed.

COMMERCIAL ART

This is a suggested schedule especially arranged for those interested in an intensive commercial art program. It gives adequate preparation for many positions in the field of art.

FIRST YEAR**Autumn**

Art 1, Art Structure.....	5
Art 51, Lettering.....	3
Elective	7
Physical Education	1
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	16

* A student must choose a major and minor applied subject. If his major is piano, he will choose his minor from (b) voice, (c) string, (d) woodwind, (e) brass, or (f) organ. If his major is other than piano, he must choose piano as his minor. In his major subject, the student will receive two half-hour lesson per week and his credit will be 3 credit hours. The minor subject will receive 1 half-hour lesson per week and 1½ credit hours. Fees: \$15.00 per quarter (ten lessons) for voice and all instruments except organ, which is \$25.00 per quarter (ten lessons).

Winter

Industrial Art 2, Craft Processes and Design.....	3
Art 50, Freehand Drawing.....	5
Industrial Art 73, Photography.....	3
Art 107, Commercial Design.....	3
Elective	2
Physical Education	1

17

Spring

Art 54, Modeling.....	5
Art 101, Creative Design.....	5
Art 109, Advanced Commercial Design.....	5
Physical Education	1

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SECOND YEAR**Autumn**

Art 52, Painting.....	5
Industrial Art 103, Advanced Photography.....	3
Elective	7
Physical Education	1

16

Winter

Art 53, Art History and Appreciation.....	3
Art 100, Figure Construction and Composition.....	2
Art 55, Print Making.....	3
Industrial Art 70, Creative Activities.....	5
Elective	3
Physical Education	1

17

Spring

Art 56, Water Color.....	5
Art 112, Advanced Figure Construction and Composition.....	2
Art 108, Advanced Painting.....	5
Elective	3
Physical Education	1

16

SECRETARIAL SCIENCE

Those who wish to prepare for positions as secretaries, accountants, and general office workers may take the one-year course in secretarial science.

Autumn

English 1, English Composition	5
* Commercial Education 56, Shorthand	5
* Commercial Education 51, Elementary Typing	1
Commercial Education 3, Business Arithmetic	3
Physical Education	1
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	15

Winter

English 2, English Composition	5
Commercial Education 57, Shorthand	5
Commercial Education 52, Typing	1
Commercial Education 65, Principles of Accounting I or	
Commercial Education 108, Office Practice (2), and	
Commercial Education 109, Civil Service Training (3)	5
Physical Education	1
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	17

Spring

Commercial Education 64, Business Correspondence	3
Commercial Education 58, Shorthand	5
Commercial Education 53, Typing	5
Commercial Education 105, Principles of Accounting II or	
Commercial Education 106, Business Statistics	5
Physical Education	1
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	15

* Those students who have had shorthand and typing in high school may take electives here the first quarter.

Part VII

DESCRIPTION OF DEPARTMENTAL COURSES

EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

A major or minor in Education and Psychology is accepted only of experienced teachers who may have returned for advanced certification and who had a portion of their work before a major and minor in academic departments were required. A major or a minor in this department is recommended in the case of experienced teachers who are planning to qualify for supervisory or administrative positions.

A major is 30 hours and a minor, 15 hours. The major or minor requirement is in addition to the regularly required courses in this department.

Remedial Education

Major (30 credit hours): 106h, 116, 125, 126, 127, Psychology 103, Industrial Arts 100, Speech 124.

Minor (15 credit hours): 116 or 126, 125, Psychology 103, Industrial Arts 100.

DEPARTMENTAL COURSES

Education

1. Introduction to Education. The major emphasis in this course is that of guiding students who wish to know about the teaching profession and to learn what personal abilities and qualifications are necessary for success. Supervisors and classroom teachers in the College Elementary School will often assist. Observation of teaching on various grade levels and in various types of schools will correlate the classroom work with actual teaching procedures. Three credits.

50. Cursive and Manuscript Writing. A course for prospective teachers to develop legible writing. Attention is given to the psychological bases of writing with suggestions for teaching in the elementary schools. One unit of the course gives the fundamentals of simple manuscript writing and uses in the primary, intermediate and upper grades. One credit.

51. Mathematics for Teachers. An academic course based on the mathematical skills and abilities which are needed by the teacher of arithmetic. Two credits.

100. Introduction to Teaching. Through observation, class discussions, and related reading, the student will become familiar with materials and procedures used from the kindergarten through the grades of the elementary school and the junior high school. Frequent observation of children, learning under the guidance of experi-

enced teachers, will give meaningful background for the analysis of present-day trends in teaching. Prerequisite, Psychology 1 and 3. Three credits.

101. History of Education. The material used in Education 101 involves a study of Greek, Roman, Christian, and modern European educational traditions and practices, with an attempt to define their influences upon western civilization and institutions. Prerequisite, junior standing. Three credits.

102. Contemporary Movements in Education in the United States. A study of the American school system, its ideals, institutions, and practices, from early European influences to the present time. Prerequisite, junior standing. Three credits.

104a, b or c. Directed Teaching. The aim of the first teaching unit is to induct the individual gradually into the responsibilities of classroom teaching. At first the student assists the room teacher, later takes some responsibility, and toward the close of the quarter may take complete charge of planning, teaching, and evaluating one or more units of work. Students elect to teach in kindergarten-primary, 104a; intermediate, 104b; junior high school, 104c. Prerequisites, Education 1 and 100, Psychology 1 and 3. Five credits.

105. Curriculum and Methods. In this course a thorough study is made of how children learn and of the teaching procedures used in reading, the social studies, science, language, spelling, writing, and arithmetic. The subjects are treated separately and as interrelated parts of activity and experience units. Some analysis is made of relevant recent research studies; of the psychological, sociological, and philosophical principles underlying the selection and development of curricular units. Textbooks and other material of instruction are examined and evaluated. Prerequisites, Education 100 and 104. Five credits.

106a, b, or c. Directed Teaching. Each student will be given a second assignment in directed teaching after the course in methods and curriculum (Ed. 105) has been taken. In this assignment the student will gain experience in handling various types of activities more complex than those in Ed. 104. The student will thus become familiar with the teaching situation in all its aspects and responsibilities. Prerequisites, Education 104 and 105. Five credits.

106h. Directed Teaching in a Remedial Class. This course provides directed observation and teaching in a remedial room in order to prepare for remedial teaching in the public schools. Five credits.

107. School Management and Law. The first half of this course is a study of the State Manual, including an analysis of legal provisions affecting the public schools of the state. The second half of the course consists of practical problems encountered in school and classroom organization and management. Prerequisite, Education 104. Three credits.

108. Activities in the Junior High School. Underlying principles of the philosophy, organization, and guidance of school and community organizations of the early teen age are studied. Such activities as athletics, assemblies, hobby clubs, dramatics, newspapers, and scouting as they operate in both integrated and extra-class programs are included in this course. A student registering in this class will be expected to serve as adviser or assistant adviser to a children's group in one of the school or community organizations. Prerequisite, junior standing. Three credits.

109. The Elementary School Principal. A practical course dealing with the preparation and training of elementary school principals, problems of organization and administration of a single school, community relations, pupil and teacher problems. Actual and practical problems of the elementary school administrator are studied and discussed. Prerequisite, experience or junior standing. Five credits.

110. School Supervision. The object of this course is to familiarize the student with the problems, responsibilities, privileges, and duties of both teacher and supervisor, and to direct attention to the improvement of teachers in service through a comprehensive program of supervision. Prerequisite, experience or junior standing. Five credits.

112. Philosophy of Education. This course is speculative and is an attempt to develop, through a study of the various sources of knowledge, a positive attitude toward education as basic in the development of human life and institutions. Prerequisites, Education 104, Psychology 1 and 3. Three credits.

113. Kindergarten-Primary Curriculum. An analysis of present trends in curriculum thinking. This includes a study of underlying philosophies, the teacher's opportunities and responsibilities for curriculum development, and an analysis of curriculum materials now available for kindergarten and the first three years of the elementary school. Prerequisite, Education 104a. Three credits.

116. Diagnostic Techniques and Special Measurements. The purposes of this course are to consider the problems connected with non-typical child—hard of hearing, partially sighted, speech defectives, mental defectives, and those of low vitality—and to study the methods of diagnosis and the means by which the school may meet the needs of every child. Three credits.

118. Nursery School, Kindergarten, and Junior Primary Procedures. This course is designed to give guidance in teaching procedures with young children. It includes a study of desirable equipment, materials and curriculum for Nursery School, Kindergarten, and the Junior Primary. Prerequisite, Education 104 and 105. Three credits.

119. Modern Educational Problems. The purpose of this course is to round out the professional preparation of student teachers. The material will be organized into several units somewhat as follows:

1. Philosophy of education for a democracy, and evaluation of present-day theory and practice.
2. School and community relationships.
3. The organization of instruction, basic issues, techniques, and trends in curricula development.
4. Washington School Law.
5. Teaching as a profession, professional ethics, and growth in service. Prerequisite, Education 106 and Psychology 102. Five credits.

120. Directed Observation. An observation course designed primarily for experienced teachers. It may be elected by third and fourth year students who are minors in Education. The student is held responsible for individual investigation and research. Prerequisite, teaching experience or junior standing. Five credits.

121. Unit Course in Teaching. A course which is open to experienced teachers in lieu of Education 104 and to those students who are capable of making an analysis of the larger teaching problems. The course consists of a number of teaching problems or units. Prerequisite, teaching experience or junior standing. Five credits.

122. Educational Seminar. This course offers opportunity for research and field work to advanced students capable of doing independent investigation. Approval of instructor is necessary for admission to this course. Two credits.

124. Reading Readiness. A study is made of factors in child development which are intimately related to success in beginning reading. Ways of checking readiness include the analysis of physical, mental, and reading-readiness tests and experience in their use. Consideration is given to kindergarten and beginning first grade experiences which build background for reading. Prerequisite, junior standing or teaching experience. Two credits.

125. Remedial Reading. A study is made of the causes of low reading ability and the techniques to be employed in teaching the poor reader. Consideration is given to the mechanics of reading, diagnosis, motivation aids, and problems of the partially sighted and those with other handicaps. Three credits.

126. Remedial Arithmetic. A study of the psychology of learning arithmetic and the difficulties encountered by the slow learner and handicapped child. Two credits.

127. Sight Saving. A study of common eye defects, vision testing, and the problems of sight conservation. Consideration is given to the adjustment of the classroom environment, teaching media, and curricular changes essential to teaching individuals with defective vision. Two credits.

132. The Modern Reading Program. This course deals with the essential elements of a complete reading program. Study will include the nature of reading, modern trends, broad objectives, methods of instruction on various levels of teaching, mechanics of reading, testing program, diagnosis, techniques of improving reading ability and the analysis of materials. Research studies in all phases will be considered. Prerequisite, junior standing or teaching experience. Three credits.

Reading clinic in summer quarter. In summer quarter a reading clinic will be scheduled which may be taken for two additional credits by students electing Education 132.

139. Visual Instruction. The purpose of the course is to provide an opportunity for teachers to learn how motion pictures, the various types of still pictures, and other visual aids may contribute to teaching effectiveness. Classwork will include lectures, discussions, projection of motion and still pictures, using motion pictures, glass slide, film slide, and opaque projectors. A study and analysis of the various uses of these media will be carried out with the assistance of teachers in the College Elementary School. Opportunity for developing materials for use in classroom will be provided. Three credits.

145. Helping the Exceptional Child (in the Regular Classroom). An orientation course in the field of remedial education. The detection of physical and educational handicaps; the teachers' role in guidance and follow-up procedures; integration of classroom procedures with the remedial program; procedures in the prevention of handicaps. Two credits.

146. Guidance in the Junior High School. The object of this course is to help the junior high school teacher to know students as individuals and to become acquainted with effective methods of aiding them in their growth towards adult status, i. e., in making adjustments to new and enlarged social groups, in more effective participation in community life, and in making their educational and vocational choices. This will require of the teacher:

1. A knowledge of adolescent boys and girls.
2. A knowledge of desirable pupil goals in education and the means of attaining them.
3. A knowledge of the methods which may be used to help boys and girls to know themselves.
4. A knowledge of vocations and how to assist pupils in the wise selection of an occupation.

Prerequisites: Education 104 and 105; Psychology 3. Three credits.

147. Reading Problems in the Junior High School. A course to develop an understanding of the teaching techniques of: (1) the psychological factors involved in reading; (2) the reading program in the junior high school; (3) the causes of inefficient reading and the techniques of locating and improving disabilities of the poor reader; (4) instructional materials and activities for developing reading abilities and study skills in work-type reading. Two credits.

Philosophy

129. Introduction to Philosophy. A survey of the main problems of philosophy; materialism, idealism, realism, mysticism, empiricism, rationalism; determinism, freedom of the will; knowledge, its nature and limits; science and religion. Prerequisite, junior standing. Five credits.

130. History of Philosophy. This course includes a study of the history of European thought from Thales to the present time. Prerequisite, junior standing. Five credits.

131. Ethics. This is an effort, through the study of various ethical theories, past and present, to approximate a scientific basis for moral conduct. Prerequisite, junior standing. Five credits.

132. Modern Philosophy. An intensive study of modern and contemporary philosophers with special emphasis upon their contributions to education, and to the arts of present day living. Prerequisite, junior standing. Five credits.

Psychology

1. General Psychology. A survey of the science of Psychology, man's original nature, the way in which nature is altered by use, and the common modes of individual and social behavior are topics for reading and discussion. Prerequisite, sophomore standing. Five credits.

3. Child Development. The work in this course will survey the physical, mental, and social development of the child from birth through adolescence. Particular emphasis will be placed on those factors of development which have a direct reference to problems in the schoolroom. Progressive education in the home and the school depends upon meeting the varied needs of the individual differences, the effect of early childhood experiences upon the development of personality, mental health, and the particular problems of social adjustment and adolescence. Opportunity will be given students to study children and to analyze specific problems. Observation periods are scheduled at the College Elementary School. Prerequisite, Psychology 1. Five credits.

102. Educational Psychology and Measurement. For this course the student will review educational theories and examine their psychological background. Attention will center on the development of personality and its importance in a democratic society; on educational goals and their valid and comprehensive measurement; and on the new theories and techniques of measurement and evaluation of pupil learning. Prerequisite, Education 106. Four credits.

103. Psychology of Adjustment. A study of the unadjusted or handicapped child to give basic understandings and techniques of individual case study. Some clinical experience is provided. Five credits.

105. Clinical Psychology. For advanced students and teachers who are interested in making a careful study of unadjusted or handicapped children. Recommended as a course to accompany Remedial Reading and Speech Correction, to give basic understandings and techniques of individual case study including the analysis and use of community resources. Specialists in fields closely related to child development will contribute to the course in units of study relating to their special interests. Prerequisites: Advanced junior or senior standing; Psychology 3, Education 100 and 104. Fee \$.25 per credit hour. Two to five credits.

106. Personnel Procedure. The personnel point of view is always constructive, preventative, educative, or re-educative. Personal techniques and practices, such as testing, interviews, visiting teachers, faculty advisers, orientation, placement, discipline problems, and mental hygiene problems are considered. Prerequisites, Psychology 1 and 102. Three credits.

110. Psychological Seminar. Individuals who are ready to make studies along psychological lines are encouraged to take this course. Topics will be chosen to meet the interests of the individuals. By permission of instructors only. Prerequisites, Psychology 1 and 3. Two credits.

111. Abnormal Psychology. A study of behavior variations from the normal personality. It includes a survey of symptoms, causes, and treatment of organic and functional mental disorders, as psychoneurosis, psychosis, and general mental deficiency. It covers psychotherapy, as applied to classroom and community problems. Prerequisite, Psychology 1. Three credits.

FINE AND APPLIED ART

Fine Art

Major (45 credit hours): 50, 51, 52, 53, 54, 70, 100, 101, 107, 130A, and 5 hours of elective in Art to complete requirement.

Major (30 credit hours): 50, 51, 52, 53, 70, 100, 101, 107, 130A, and elective to complete requirement.

Minor (15 credit hours): 50, 51, 52, 53, and elective to complete requirement.

DEPARTMENTAL COURSES

Fine Art

1. Art Structure. A background and foundation for the other art courses. It aims to develop appreciation and creative power through practice in the use of the elements and principles of art as applied to concrete problems. Five credits.

50. Elementary Drawing. Through experimenting with various drawing techniques, the student develops an appreciation of form.

In his experimentation with various media, the student becomes more resourceful and is better able to develop his own individual talent as an artist. Five credits. Fee \$.50.

51. Lettering. A practical background in various types of lettering. The use of pen and brush will be stressed. Gothic, Roman, Old English, Modern Poster and Futura types of alphabets will be taught. Prerequisite, Art 1. Three credits.

52. Beginning Painting. The development of the personal vision of each individual student regarding light, form, and color is the object of this course rather than the mere copying of objects. Prerequisite, Art 50. Five credits.

53. Art History and Appreciation. This course consists of a series of lectures and readings dealing with the elements and principles governing artistic organization as manifested in the arts. It aims to furnish all students, irrespective of preliminary training in art, with such knowledge and understanding as shall lead to an appreciation of art quality. Open to all students. Three credits.

54. Modeling. The principles of design in mass volume, texture and decorative color provide the basic fundamentals for this course. Abstractions, figures, and animal forms will provide the subject matter to be translated into clay. Finished pieces will be fired and glazed. Experience in this medium is helpful in the field of elementary school art. Prerequisite, Art 1. Three credits.

55. Print Making. A study of print processes: woodcut, linoleum, stencil, monprint, and screenprint. Experience is offered in the making of prints, and the adaptation of print making to secondary school uses. Prerequisite, Art 1 and 50. Three Credits.

56. Water Color. The aim of this course is to give the student a technical command of the medium. Principles of composition, color, and design will be stressed. Sketches of still life, landscape, figures, and abstractions will be interpreted in color. Rendering techniques for costume design and interior decoration will constitute a part of the course. Prerequisite, Art 1 and 50. Five credits.

100. Figure Construction and Composition. Construction of the figure from diagram, model, and memory, and how to get action in drawing the figure are the aims of this course. The student will construct and compose figures to meet the demands of definite assigned problems of arrangement. Media: charcoal, crayon, chalk, brush, pen, and pencil. Prerequisite, Art 50. Fee \$1.00. Two credits.

101. Creative Design. Advanced work in design. The course is planned to develop a feeling for design through experience in various media. Sequence of the course is as follows: abstract line, pattern, and space design. Then follows more advanced composition in tempera, chalk, charcoal, India ink, and linoleum. Prerequisite, Art 1. Fee \$1.00. Five credits.

102. Drawing. Advanced study in the field outlined above in Art 50. The student will receive some practice in composing the studies he draws. Prerequisite, Art 50. Fee \$.25. Three credits.

104. Art Methods and Materials. The purpose of this course is to give the non-art major some acquaintance with art methods and materials. Through an understanding of the needs and interests of children, the art media will be made to function in their daily activities. Fee \$.50 per credit hour. Two credits.

106. Composition in Oils. Painting in oils with special emphasis upon composition in landscape and figure. Admittance to class upon approval of instructor. Two credits.

107. Layout and Design. This course is for students interested in obtaining a more extensive experience in the techniques and skill used in modern advertising. The designing of packages, labels, folders, posters, and other similar problems will constitute the work of the course. Prerequisites, Art 51 and 101. Fee \$.50. Three credits.

108. Advanced Painting. Continued study in the field outlined in Art 52. Prerequisite, Art 52. Five credits.

109. Advanced Layout and Design. Advanced work according to the outline in course Art 107. Poster design will be stressed as the important part of this course. Poster competitions will be entered. Prerequisite, Art 107. Fee \$.50. Five credits.

112. Figure Construction and Composition. Advanced study in the field described above in Art 100. Practice in the use of the figure in illustration and mural design. Prerequisite, Art 100. \$.50 per credit hour. Two credits.

130a. Art Education. A lecture and laboratory course dealing with the problems and methods of teaching the fine arts. Prerequisites, Art 1 and junior standing. Two credits.

Industrial Arts

Major (45 credit hours): 70, 71, 74, 79, 83, 85, 111, 113, 130b and elective from Fine Art 50, 51, 53, or from Industrial Art 73, 104, 109, 110.

Major (30 credit hours): 70, 71, 74, 79, 83, 85, 130b, and elective from Fine Art 50, 51, 53, or from Industrial Art 73, 104, 109, 110.

Minor (15 credit hours): Courses for the minor will be elected under the direction of the chairman of the Industrial Arts Division.

2. Craft Processes. This course aims to teach the care and use of some of the tools used in construction. Experience in use will be had in making simple articles of wood, leather, clay, and other materials. Prerequisite, Art 1. Fee \$1.00. Three credits.

70. Creative Crafts. A diversified craft course to develop skill and appreciation through designing and making articles from a va-

riety of media such as wood, leather, metal, clay, plastics, and plaster. Fee \$2.50. Five credits.

71. Woodworking. A course in beginning woodwork offering experiences in fundamental tool operations, simple construction principles, design, and finishing. The course material has been designed to meet the needs of primary and intermediate teachers, and to provide a background in fundamentals essential to Industrial Arts majors. Fee \$2.50. Five credits.

73. Photography. The entire field of photography is covered in this course, but special emphasis is placed upon appreciation of the subject as one of the fine arts. Sufficient skill should be acquired to do amateur finishing, enlarging, copying, slide making, and amateur movie work. Fee \$1.50. Three credits.

74. Pottery. Covers the procedures used in schools, including the coil and slab methods of handling clay. Also, all commercial methods such as throwing, casting, pressing, and jigger work will be taught. Good design will be stressed and the whole field of decoration, including the use of colored slips, underglazes and overglazes will be offered. Each student in the class will have an opportunity to pack and fire the kiln as part of the regular class work. Fee \$5.00. Five credits.

79. Mechanical Drawing. The care and use of drawing instruments, freehand lettering, making of tracings, blue printing, and reproduction processes. The fundamental principles of orthographic and isometric projection. Three credits.

83. General Metals I. A diversified shop course consisting of activities including forging and foundry in soft metals, bench metal work, machine work, lectures and demonstrations to develop an appreciation of the educational aims of the industrial arts. Prerequisite, Art 1. Fee \$2.00. Four credits.

85. Elementary Electricity and Sheet Metal. Fundamental machine and hand tool operations in the construction of sheet metal projects, and the study of sheet metal work as a modern industry. The electrical work involves a study of the general principles of currents, circuits, resistance, and inductance. Shop practice will include the construction of simple electrical devices such as electromagnets, motors, transformers, and heating appliances. Fee \$2.00. Five credits.

100. Arts and Crafts. A general course designed to teach handwork in those media most usable by the slow learner—clay, wood, leather, paint, weaving material, and others. Fee \$2.50. Five credits.

103. Advanced Photography. This course is designed to give opportunity to continue in the development of techniques of photography. There will be experimental work in the chemistry of photography with special emphasis upon the production of pictorial

work. Topics to be dealt with are: special developers, retouching, spotting, paper negatives, and projection control. Prerequisite, Art 73. Two credits. Fee \$1.50.

105. Advanced Creative Craft. A course which covers the same field of materials as Art 70 but with more emphasis on skill. Students who take this course may specialize in the handling of one medium until sufficient experience is gained for teaching craft subjects. Prerequisites, three credits of Art 70. Fee \$2.50. Five credits.

110. General Metals II. A course for majors in Industrial Arts who expect to acquire enough skill to master the work covered in Art 83. Students who take this course may specialize in any one branch of this field. Prerequisites, three credits of Art 83. Fee \$2.50. Five credits.

111. Engineering Drawing. An advanced course in which orthographic and isometric principles of projection and descriptive geometry are applied to technical drawing. Individual problems. Prerequisite, Industrial Art 79. Three credits.

113. Advanced Furniture Construction. Design and construction of furniture and cabinet work, mortise and tenon, drawer, panel and veneer construction, application of turned work, carving, marquetry, and inlay. Prerequisites, Art 70 and 71. Fee \$2.50. Five credits.

130b. Industrial Art Education. Problems and methods of teaching Industrial Art. Prerequisites, Art 1 and junior standing. Two credits.

Home Economics

Major (45 credit hours): 50, 51, 61, 70, 72, 100, 105, 106, 110, 115, and 5 hours elective approved by major advisor.

Major (30 credit hours): 50, 51, 60, 70, 100, 105, 110, 115.

Minor (15 credit hours): 50, 70, 105, 110.

2. General Nutrition. Relation of food to health. Factors which influence dietary value of foods. Nutrition teaching in elementary grades. Fee \$.50. Three credits.

50. Food Preparation. Selection and preparation of food for family meals. Sources, manufacture, methods of preservation, marketing practices, economical buying and proper care and storage of foods. Approved methods of cookery. Fee \$2.50. Five credits.

51. Meal Planning and Service. Laboratory course. Scientific knowledge in foods and nutrition applied to planning, preparation and service of meals. Selection, use, and care of equipment for food service. Prerequisite, Home Economics 2 and 50. Fee \$1.50. Five credits.

60. Textiles. Identification, uses, and costs of major textile materials. Prerequisite, Art 1. Fee \$1.00. Two credits.

61. Textiles and Design. Identification, characteristics, uses, costs, and care of textile fabrics. Influence of fiber, finish and con-

struction on quality and cost of household and clothing fabrics. Consumer interests and problems. Project in weaving. Prerequisite, Art 1. Fee \$2.50. Five credits.

63. Weaving and Needlecraft. Hand weaving as a medium of artistic expression. Problems of color, design, texture, and technique of weaving. Studies of embroideries. Application of design. Prerequisite, Art 1. Fee \$1.00. Two credits.

65. Home Furnishing. Color, line and design in interiors. Selecting and arranging furniture and furnishings. Economic, social, and aesthetic aspects of home furnishing. Prerequisite, Art 1. Two credits.

70. Clothing Selection and Construction. Color, line and texture appropriate to personality, occasion and expenditure. Making a clothing budget, wardrobe planning and costume design. Selection, construction and care of children's clothing. Construction of garments of cotton, wool, and rayon. Prerequisite, Art 1, Home Economics 60. Fee \$2.50. Five credits.

72. Advanced Clothing Construction. Includes pattern adapting, advanced construction techniques, simple tailoring, and preparation of teaching materials. Fee \$1.50. Three credits.

90. Nutrition for Nurses. Review of development of science of nutrition in relation to medicine and nursing. Relation of diet to health and disease. Emphasis on diet therapy. Fee \$2.50. Five credits.

100. Nutrition. Fundamental principles of human nutrition as applied to the feeding of individuals and groups under conditions of health. Principles of child nutrition. Health of mother and infant. Growth and development in childhood and adolescence. Prerequisite, Home Economics 2. Fee \$2.50. Five credits.

105. Housing and Household Management. Designed to develop a philosophy of homemaking with an understanding of the principles of management of time and energy, money, and other resources as related to family goals. Housing is studied from standpoint of family needs. Prerequisite, Home Economics 50. Three credits.

106. Consumer Problems. The significance of choice making is emphasized. Analysis of values in choosing and using goods and services. Principles of buymanship and sources of information and aid for consumers. Two credits.

110. Family Relations. Basic principles and desirable attitudes essential for satisfying family life. Economic and social problems confronting the modern family. Factors that promote security, stability, and satisfaction in the immediate family group, and the responsibilities of the family in community life. Three credits.

115. Child Care in the Home. Problems of maternity and infancy. Methods of improving physical, mental and emotional health of children. Prerequisites, Home Economics 100 and 110. Two credits.

HEALTH AND PHYSICAL EDUCATION

****Women Students**

Major (45 credit hours): 56, 109, 110, 116, 117, 118, 119, Science 80, Education 106c (H-PE) (in addition to ten hours required of all students), and electives to complete requirement.

Major (30 credit hours): 56, 109, 116, 117, 118, 119, Science 80, and electives to complete requirement.

Minor (15 credit hours): 56, 104, 117, 118, 119.

****Men Students**

Major (45 credit hours): 56, 101, 106, 109, 110, 121, 122, 123, 119, Science 80, Education 106c (H-PE) (in addition to ten hours required of all students), and electives to complete requirement.

Major (30 credit hours): 56, 101, 109, 110, 121, 122, 123, 119, Science 80, and electives to complete requirement.

Minor (15 credit hours): 56, 121, 122, 123, 119.

Health Education

Minor (15 credit hours): Science 80 and 92, Health Education 119, and electives to complete requirement.

PHYSICAL EDUCATION ACTIVITY COURSES FOR WOMEN STUDENTS

The following physical education activity courses are offered each year for women students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Women students are required to take one dance class, one individual activity, a team sport, and a course in basic skills for four of the six required physical education courses. The remaining credits may be earned in any of the current offerings.

All students wear the regulation uniform which consists of navy blue shorts with either white or navy blue blouses. The dance costume is a wine-colored leotard.

Adapted Activities. Activities in this class are prescribed according to individual needs. (Students must obtain permission from the health and physical education division before enrolling in this class.) Autumn and winter.

American Dances. Includes square dances, couple dances, such as schottische and polka, and some social dancing. Autumn, winter, spring, and summer.

**** Majors and minors in Physical Education are expected to complete three activity credits in addition to the six required of all students. These are substituted for P. E. 100.**

***Archery.** Autumn, spring, and summer.

***Badminton.** Autumn, winter, spring, and summer.

Ballroom **Ballroom Dancing.** Autumn and winter.

Basic Rhythms. Physical education and dance activities approached through an analysis of the rhythmic form of movement. Work with percussion instruments. Autumn and summer.

Basic Skills of Physical Education. This course is designed to give the student instruction and practice in the fundamentals of all physical education activities. Autumn, winter, spring, and summer.

Conditioning Exercises. Informal conditioning exercises for promotion of general body development and to improve muscular coordination, posture, and motor skills. Autumn.

Dance I. Introduction to Dance as an Art Form. Discussions of the history and philosophy of dance; practice in body movement and control. Autumn, winter, spring and summer.

Dance II. Composition. More advanced technique of modern dance study, principles of composition as related to dance; opportunity to create original dances. Prerequisite, Dance I. Winter and spring.

***Golf.** Spring and summer.

Paddle Tennis. Winter.

***Skiing.** Winter. **Riding. Fee \$15.00 per quarter**

Sports. Seasonal team sports (basketball, field ball, field hockey, soccer, softball, speedball and volleyball). Autumn, winter, and spring.

Stunts and Tumbling. Winter.

Swimming. Instruction for beginners, intermediate, and advanced swimmers. Opportunities for life-saving instruction. Summer.

Tennis. Autumn, spring, and summer.

PHYSICAL EDUCATION ACTIVITY COURSES FOR MEN STUDENTS

The following physical education courses are offered each year for men students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Men students may elect courses from the current offerings, but the six required credits must represent at least three different sports, one of which must be an individual sport, and one a team sport.

Men wear the regulation uniform consisting of grey trunks and white T shirts.

* Fee is 50¢.

American Dances. Includes square dances, couple dances, such as schottische and polka, and some social dancing. Autumn, winter, spring, and summer.

***Archery.** Autumn and spring.

***Badminton.** Autumn, winter, spring, and summer.

Ballroom Dancing. Autumn and winter.

Baseball. Spring.

Basketball. Winter.

Boxing. Autumn and winter.

Fieldsports. (Soccer, speedball, and touch football.) Autumn.

Football. Autumn.

***Golf.** Spring and summer.

Handball. Autumn and winter.

Individual Exercise. Autumn, winter, and spring.

Paddle Tennis. Winter.

***Skiing.** Winter.

Riding. Fee \$15.00 per quarter

Softball. Spring and summer.

Stunts and Tumbling. Winter.

Tennis. Autumn, winter, and summer.

Track. Spring.

Volleyball. Autumn and winter.

Wrestling. Autumn and winter.

DEPARTMENTAL COURSES

Health Education:

1. Health Essentials. Instruction in the principles and habits of living that will conserve and promote health for the individual and the community. Problems of personal and community health are studied and discussed from the viewpoint of the individual. Three credits.

52. History of Nursing. An introduction to nursing including the history and traditions; a survey of modern trends; and, professional standards. Three credits.

103. School Health. School health problems are discussed with emphasis upon the teacher's responsibility for maintenance of good health; prevention of disease, and control of a healthful school environment. Two credits.

107. Home Care of the Sick. Theory and practice of caring for sick patients in the home. Emphasis given to child care. Prerequisite, junior standing. Two credits.

* Fee is 50¢.

109. First Aid. The Standard Red Cross First Aid Course for which certificates may be granted. Two credits.

111. Advanced First Aid. Provides for the renewal of Advanced Red Cross First Aid Certificates, or may be taken by students who have completed the Standard Red Cross Course, and wish advanced work. Prerequisite, Health Education 109. Two credits.

119. Theory and Practice of Health. Current trends in health education in the public schools, with special emphasis upon methods and materials for teaching. Prerequisites, Health Education 1, Science 80, Health Education 103. Three credits.

Physical Education:

56. Introduction to Physical Education. This course gives the background of physical education and its present-day relationships. The philosophies of education are interpreted in the light of their meaning for physical education. Three credits.

57. The Athletic Program. The history and objectives of the athletic program are studied. The relation of athletics to education is covered along with other subjects including the athletic staff, finances, purchase and care of equipment, interschool relationships, athletic management, and medical control. Three credits.

58. Camp Leadership. Study of modern trends of the camping movement and its relationship to the field of education. Qualifications, duties and relationships of the counselor to the camp, with special emphasis upon opportunities available in Northwest camps. Some units devoted to application of practical camping techniques. Three credits. Fee \$1.00.

***100m and 100w. Physical Education Activities for the Elementary and Junior High School.** Theory and practice in the selection, organization, and presentation of physical education activities suitable for the elementary and junior high school program. Prerequisites, Basic Skills, Dance 1, or American Dance, and Sports. Three credits.

101. Kinesiology. A study of the physiology of muscular movement, structure, position, and action of large muscle groups. The fundamental techniques of sports are analyzed kinesiologically, and attention is paid to the relation of muscular development to posture and performance of physical movements. Prerequisites, Science 80. Three credits.

104. Playground and Community Recreation. A study of the total recreation program for children and adults. Topics considered are: plant and facilities, equipment, leadership, the program of activities, administrative and operational problems. Prerequisite, junior standing. Three credits.

* 100m is for men students, women take 100w.

105. Dance Survey. A study of the relationship of dance to other arts, a brief history of dance showing the changes that have taken place in dance development, theories of contemporary dancers, and dance educators. Prerequisites, Dance I and Dance II, Composition. Two credits.

106. Physiology of Exercise. Study of functional physiology and the effects of exercise upon the circulatory, respiratory, digestive and nervous systems. Prerequisite, Science 80.

110. Organization and Administration of Physical Education. Considers the complete public school physical education program. Topics covered are: Aims and objectives, plant and facilities, the activity program, equipment, testing, medical control, class procedures, management of games and contests, finances, publicity, legal aspects, health coordination. Prerequisites, Physical Education 56, junior standing. Three credits.

116. Program Planning. The complete health and physical education program for girls in the elementary, intermediate, and junior high school. Attention is paid to child development as the basis for the selection of activities, and suitable programs are worked out for the atypical child. Prerequisites, Science 80, junior standing. Five credits.

117. Theory and Practice in Sports. Theory and practice in physical education for the intermediate grades and junior high school. Review of sport techniques and their adaptation to different grade levels. Teaching methods evaluated; some time spent in practice. Prerequisites, Basic Skills, Dance I, and one individual and two team sports. Three credits.

118. Theory and Practice in Dance. This course emphasizes the selection of material for teaching procedures for creative rhythms and all the dance activities suitable for the elementary and junior high school. Prerequisites, Basic Skills, Dance I, and American Dance. Three credits.

121, 122, 123. Theory and Practice in Physical Education. These courses are for men students who are majors or minors in the department of health and physical education. They offer theory and practice which will prepare the student to teach the physical education program in the elementary and junior high school. Prerequisite, junior standing. Fee \$1.00 each. Three credits.

199. Seminar. For advanced students, may study problems in the field of health and physical education under direction of the staff. Two credits.

LITERATURE

Major (45 credit hours for upper grade or junior high school teachers; 30 credit hours for primary and intermediate teachers): 50, 51, 52, 129, 10 hours of English literature, at least 5 hours of American literature, Speech 54, and electives to complete requirement.

Minor (15 credit hours): at least one of the three lower division courses listed as requirements for the major, and electives to complete requirement.

DEPARTMENTAL COURSES

Composition and Literature

1. English Composition. Extensive practice in writing, with considerable emphasis upon the fundamentals of grammar and some study of literary models. Required of all freshmen, except those excused upon the basis of the English Placement Test, who are expected to elect as a substitute one of the other courses offered by the department, after they have taken English 2. Five credits.

2. English Composition. Further work in exposition, with the primary emphasis upon essay organization and clarity of expression. The training in exposition will culminate in the preparation of a research paper upon a subject which may be suggested to the student by his work in another course. Some time will be devoted to the reading of literature for enjoyment. Five credits.

50. Language and Reading. For majors and minors, and other students who wish to increase the effectiveness of their reading. Study of the meaning of language and its significance in human affairs, and intensive training in reading by means of a careful analysis of both good prose and bad. Includes some study of the methods of propaganda. Three credits.

51. Approach to Poetry. A study of the problems of reading poetry with understanding; critical analysis and intensive reading of poems chosen from English and American writers. Not a chronological or period study. Required of all majors, but recommended as an elective to others. Three credits.

52. Advanced Composition. Advanced work in exposition, with some study of the methods of book reviewing and literary criticism, and, at the pleasure of the student, the writing of poems and short stories. Required of all majors, but recommended as an elective to others. Three credits.

55. Approach to Literature. A general study of literary forms, their aesthetics, meanings, methods, and scope; reading, analysis, and discussion of examples of the various genres. Three credits.

57. French Literature in Translation. Reading of the great French writers of prose, poetry, and drama in the best available translations, with lectures and discussions. Three credits.

60. Journalism. Training in the writing of news stories, editorials, feature, and "human interest" stories, the "column," and headlines. Study of the responsibilities and obligations of the newspaper editor, with some attention given to the history of journalism. Includes practical work on the college paper. Meets daily. Three credits.

61. Practical Journalism. Students will not register for this course, but credit will be awarded for work on the college newspaper, to be evaluated and recommended to the registrar by the faculty adviser. Maximum of three credits, to be earned at the rate of one credit per quarter.

70. Introduction to Modern Literature. Reading and interpretation of selections of modern literature, including fiction and non-fiction, poetry and prose. Special emphasis on twentieth-century and American writers. The purpose of this course is to increase the student's appreciation of the literature of his own time. Three credits.

100. English Literature. An historical and critical survey of English literature from the beginning to the Restoration period, with special emphasis upon interpretation and style. Five credits.

101. English Literature. A critical examination of British poetry and prose, exclusive of the novel, of the eighteenth and nineteenth centuries. Five credits.

102. American Literature. Historical and critical survey of American prose and poetry, exclusive of the novel, with primary emphasis upon the major nineteenth century writers; particularly Emerson, Hawthorne, Thoreau, Whitman, and Mark Twain. Recommended as an elective to students of American history and to those enrolled in the General College. Five credits.

104. Shakespeare. Reading of eighteen of the plays; detailed interpretation of five or six. Recommended as an elective to non-majors who have some familiarity with drama and poetry. Five credits.

105. World Masterpieces. Reading and interpretation of a few of the great books of ancient, medieval, and modern Europe, such as Homer's *Odyssey*, the *Essays* of Montaigne, Rousseau's *Confessions*, Goethe's *Faust*, Flaubert's *Madam Bovary*. Primarily for majors of advanced standing. Five credits.

107. Literature of American Democracy. The reading of those essays, short stories, novels, ballads, and poems which have given clearest expression to the ideals of democracy and the distinguishing characteristics of the American character, with the aim of suggest-

ing an answer to the question, "What is an American?" Recommended to the general student as an elective. Three credits.

109. Emerson and His Contemporaries. A course designed for advanced students in history or literature who are ready to specialize. Intensive reading of Emerson's essays, addresses, and journals, with considerable additional reading of Thoreau, Hawthorne, and others. Seminar procedure will be followed as far as possible. Prerequisite, English 102. Three credits.

110. American Fiction. Consideration of the most important American novels, with detailed interpretation of such masterpieces as *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Red Badge of Courage*, and others. Recommended as an elective for non-majors. Three credits.

111. American Poetry. Study of the work of American poets from Emily Dickinson to the present time. Two credits.

115. Chaucer. A study of Chaucer's language, his times, and his poetry, with principal emphasis upon the *Canterbury Tales*. Prerequisite, English 100. Three credits.

119. Children's Literature. A study of the types of literature best suited to children of grades 1-6. Includes reading and evaluation of material from early folklore to present-day books for children. Prerequisite, junior standing. Three credits.

120. Story Telling, Poetry Reading, and Dramatization. A course designed to guide prospective teachers in the choice of stories and poetry for children of grades 1-6; and to teach the theory and practice of the reading of poetry and stories, and the technique of dramatization. Prerequisite, junior or senior standing. Two credits.

129. Junior High School Literature. A course designed to assist students in the selection and presentation of reading material for the junior high school. Prerequisite, junior or senior standing. Three credits.

132. Modern British Poetry. Study of the work of British poets from Thomas Hardy to the present time. Two credits.

154. The Short Story. Extensive reading and analysis of short stories, including both older and modern writers. Three credits.

SPEECH AND DRAMA

Minor (15 credit hours): 53, 54, and electives to complete requirement.

Major (30 credit hours for primary and intermediate teachers): 53, 54, 130, and electives to complete requirement. English 104 may be counted as an elective in Speech.

1. Fundamental of Speech. This course has the following general objectives: To develop in the student the ability to project his ideas to an audience in a forceful, conversational manner; to train the student to present ideas through carefully selected material and in an orderly manner; to help the student develop a good vocabulary, oral sentence sense, and the ability to control his bodily activity in a speaking situation so that his appearance is pleasing, relaxed, and natural. Two credits.

2. Corrective Practice. Remedial work for college students who need such help with their individual speech problems. Two credits.

53. Voice and Phonetics. Development and use of the speaking voice with attention to social and professional needs of the students; techniques of good speech such as correct phrasing, intonation, and stress patterns, a clear, pleasing, and well-modulated voice, distinct and acceptable pronunciation. Consideration given to the elimination of such difficulties as nasality, extremes of pitch and rate, indistinctness, monotony, and mispronunciations. Two credits.

54. Oral Reading. The oral interpretation of literature. Prerequisite, for majors and minors, Speech 53. Three credits.

55. Dramatic Production. Stage scenery design and construction, stage lighting, makeup and elementary directing. Students will assist with college productions. Five credits.

105. Modern Drama. Reading and discussion of plays written since 1890. Five credits.

106. History of Drama. Study of the history of drama with consideration of its influence on modern plays. Five credits.

119. Introduction to Speech Correction. The first course in speech correction, dealing with common speech defects and remedial measures for problems in lisping, indistinct pronunciation, foreign accent, delayed speech, stuttering, and inappropriate use of the voice. The purpose of this course is to help teachers to deal adequately with the speech defects found in the classroom. Five credits.

120. Teaching Speech in the Elementary and Junior High School. Methods of stimulating speech growth among children. Five credits.

122. Speech Pathology. This is the advanced course in speech correction. It deals with the speech involvements of pathologies of the larynx, mouth, ears, and brain. Disorders such as pathological voice defects, cleft palate, hard of hearing and deafness, aphasia, and spastic speech are given particular attention. Prerequisite, Speech 119. Three credits.

124. Speech Correction Clinic. Definite consideration is given to the mechanics of speech and hearing. Included are demonstrations in testing, diagnosing, and treating children with speech and hearing defects. Actual experience with speech cases is provided. This course should be taken only by the Remedial Education majors. Five credits.

130. Problems in Speech and Drama. Problems of research and practice assigned to advanced students. Prerequisite, consent of Instructor. Two credits.

131. Clinical Practice. Actual work with speech cases in the clinic. Prerequisite or co-requisite, Speech 119. This course may be taken one, two or three quarters. A total of six credits may be earned, two credits per quarter. Two to six credits.

French Language and Literature

Major (30 credit hours): 50, 51, 52, 53, 54, 55, 101, 102, and electives from the field of English or American Literature.

Minor (15 credit hours; for students who enter here with at least two years of high school French): 53, 54, 55, 101, 102.

50, 51, 52. First Year French. Training in the fundamentals of the language, with work in reading, speaking, and composition, but with primary emphasis upon effective, ready reading in French. All three quarters of this first year course must be taken if credit is to be received.

53, 54, 55. Advanced French. For students who have had one year or more of French; emphasis upon rapid and effective reading in French. Three credits each quarter for three quarters.

100, 101, 102. Survey of French Literature.* Reading of the great French writers in prose, poetry, and drama with lectures and discussion. Prerequisite, 53, 54, 55, or equivalent. Three credits each quarter.

Spanish

50, 51, 52. First Year Spanish. Training in the fundamentals of the language, with work in reading, speaking, and composition; considerable emphasis upon the reading of newspapers, fiction, etc., of South America. All three quarters of this first year course must be taken if credit is to be received.

* For French Literature in Translation, see English 57.

LIBRARY ADMINISTRATION

Minor (14 credit hours): 51, 52, 101, 150, and Art 51.

50. Techniques in the Use of the Library. Instruction is given in the use of the college library, the classification and arrangement of books, and in the use of the card catalog and indexes. Problems are assigned for the purpose of familiarizing the students with reference manuals, yearbooks, and periodicals. Attention will be given to the correlation of this course with the individual student's academic courses. Open to all students. Three credits.

51. Classification and Cataloging Books. Instruction and practice in simplified but adequate methods of classifying and cataloging books for elementary and junior high school libraries, according to accepted library standards. Some attention is given to printed aids that will facilitate these two processes in the preparation of books for quick and effective service by the teacher-librarian. Library Science 50 and the ability to type are recommended as prerequisites.

52. School Library Administration. Designed to teach the objectives, organization, and administration of modern elementary and junior high school libraries, this course includes the discussion of library standards, equipment, budgets, routines, and instruction in the care and repair of books and pamphlets. Three credits.

101. Book Selection. A study of the principles of book selection in the elementary and junior high school library with emphasis on measured demand, anticipated use, and available resources. Criteria for the choice of individual books in factual, reference, and informational fields are given. The student becomes familiar with book selection aids and gains practice in writing book reviews and book annotations. Prerequisite, English 119. Two credits.

150. Library Service. Students are given an opportunity to gain practical knowledge of library service by participating in the work of the College Library and the Library of the College Elementary School under the supervision of the librarian. Special problems are assigned and individual and group conferences are held with the librarian. Prerequisites, Library 50, 51, 52, 101. Three credits.

MUSIC

Major (45 credit hours): 50, 54c, 54d, 54e, 55c, 55d, 56c, 56d, 64, 103a, 103b, 104, 107, 111, 112, 113; Applied Music, 9 credit hours.

Major (30 credit hours): 50, 54c, 54d, 54e, 64, 103a, 103b, 104, 107, 112, 113; Applied Music, 3 credit hours.

Minor (15 credit hours): 50, 103a, 107, 113; Applied Music, 3 credit hours.

DEPARTMENTAL COURSES

1. Fundamentals of Music. For music majors and minors. Preparation for harmony. Fundamentals: notation, scales, syllables, ear-training, sight-singing, dictation, intervals, and triads. Five credits.

2. Fundamentals of Music. For non-majors and non-minors in the elementary and intermediate teaching fields who might be expected to teach music in their rooms. Instruction in fundamentals of music, ear-training and sight-singing; voice problems, part-singing, experience with musical score, with projects in creation and performance. Five credits.

3. Introduction to Music. A music appreciation course for non-music majors and minors on the Junior High curriculum. Its purpose is to acquaint the student with classical music by studying chronologically the different styles of important classical composers from the time of Bach (1685-1750) to the present. The technical side of music is presented briefly. For example, one must first understand what comprises a symphony orchestra before symphonic music can be fully appreciated. Therefore, an acquaintance with different groups of musical instruments is required as well as a limited or general understanding of fundamental musical concepts such as rhythm, melody, form and harmony. Records of some of the outstanding works of these composers are then presented and studied as to individual style and the contribution to musical style given by each of these composers. Fee \$1.00. Five credits.

50. Elementary Harmony. A course designed to familiarize the student with the construction and manipulation of simple chord progressions using primary and secondary chords and their inversions in major; ~~primary and inversions~~ in minor. Prerequisite, Music 1. Three credits.

52. Song Literature for the Elementary Grades. Designed to familiarize the student with the best songs for children and to develop skill in interpretation. Open to all students. Three credits.

54, 55, 56. Vocal and Instrumental Class Instruction. Beginning class instruction in voice, instruments of the orchestra, or piano. Class teaching pedagogy. The letter following the number will in-

dicating the type of work in which credit will be allowed. Fee, \$3.00 each course. One credit.

- | | |
|------------|-------------|
| A. Piano | D. Woodwind |
| B. Voice | E. Brass |
| C. Strings | |

64. Intermediate Harmony. Study of secondary chords and inversions in minor and all seventh chords in both major and minor. Original compositions. Prerequisite, Music 50. Three credits.

66, 67, 68. A Cappella Choir. Open to all students interested in singing. Selected voices chosen from entire chorus membership by audition for concert choir. One credit.

69, 70, 71. Orchestra. Open to students who are proficient in the use of some instrument of the modern orchestra. One credit.

72, 73, 74. Band. The band serves a dual purpose; for athletic events and for symphonic concerts. Membership is open to all students. One credit.

***76, 77, 78. Applied Music.** Private instruction in the various branches of music. The letter following the number will indicate the type of work for which credit is given. One and one-half credits.

- | | |
|------------|-------------------------|
| A. Piano | D. Woodwind instruments |
| B. Voice | E. Brass instruments |
| C. Strings | F. Organ |

***100, 101, 102. Applied Music.** (Second year.) Prerequisites, 76, 77, 78. One and one-half credits.

103a. Music Education for the Elementary Grades. A study of suitable materials and methods of procedures for the first six grades. Prerequisite, Music 50, and suitable skill in piano and voice. Three credits.

103b. Music Education for the Junior High School. A study of suitable music materials and methods of procedures for the junior high school. Prerequisite, Music 103a, and suitable skill in piano and voice. Three credits.

104. Formal Analysis. The student is introduced to the various musical forms through analysis of representative material. Prerequisite, Music 64 and 50. Three credits.

105. Counterpoint. Two, three, and four part writing in the polyphonic vocal style of the sixteenth century. Prerequisite, Music 111. Three credits.

107. Choral and Instrumental Conducting. Open to music majors and minors, only. A study of the fundamental principles of baton technique, routine of organization, rehearsal of music groups, pro-

* Private lessons are \$15 per quarter for ten lessons and \$30 per quarter for twenty lessons.

* Private lessons in pipe organ are \$25 for ten lessons per quarter or \$50 for twenty lessons per quarter.

gram building, and other related problems. Practical experience in conducting both instrumental and choral groups. Prerequisite, Music 50 and 113. Three credits.

108. Advanced Choral and Instrumental Conducting. A continuation of Music 107, with emphasis on conducting of specific useable materials for band, orchestra, and chorus in the junior high school. Prerequisite, Music 107. Three credits.

110. Music Methods and Materials. Required of non-majors and non-minors in the elementary curriculum. A study of the basic principles and techniques of teaching music in the elementary and intermediate grades, instructional planning and evaluating of basic texts and other forms of music curricular materials. Observation in training school. Prerequisite, Music 2. Two credits.

111. Advanced Harmony. Study of altered chords in both major and minor, and modulations to all keys. Original compositions. Prerequisite, Music 64. Three credits.

112. Music History and Appreciation to 1800. A study of the development of music from the Gregorian chant to Beethoven, from the standpoint of analysis of the music itself. Prerequisite, Music 50. Fee, \$1.00. Three credits.

113. Music History and Appreciation from 1800 to the Present. A study of the development of music from Beethoven to the present time. Nationalities, schools, and composers are studied. Prerequisite, Music 50. Fee \$1.00. Three credits.

SCIENCE AND MATHEMATICS

General Science

Major (45 credit hours): Science 50, 51, and 52 or Science 55, 56, and 57; Science 70, 71, and 72 or Science 77, 78, and 79; Science 60, 133b, and elective five credit hours.

Major (30 credit hours): In Biology, ten hours from 50, 51, 52, 55, 56; in Geology, 60, and five hours elective; in Physical Science ten hours from 70, 71, 72, 77, 78, and 79.

Geology-Geography

Major (30 credit hours): Geology 60, 61, and either 104 or 107; in Geography, 82, 83, 110, 112, and 114.

Biology

Minor (15 credit hours): Elect from 50, 51, 52, 55, 56.

Geology

Minor (15 credit hours): Science 60, and 10 hours elective in Geology.

Physical Science

Minor (15 credit hours): 70, 71, and 5 hours from 77, 78, 79.

DEPARTMENTAL COURSES

Science

***1. Survey of Physical Sciences.** A survey of the physical sciences—including an introduction to the fields of astronomy, geology, physics, and chemistry. Five credits. Fee \$.50.

***2. Survey of Biological Sciences.** This course has four objectives: (1) a description and interpretation of the machinery of living things and the major concepts in the field of biology; (2) a practical information about plants and animals that is necessary for a person in the modern world; (3) an introduction to the various divisions of zoology and botany; (4) a cultivation of scientific thinking and attitudes. Its content deals with a survey of plants and animals to show variety, patterns and relationships, the dynamics of living things with an emphasis on the physiology of men, and organic evolution, heredity and eugenics. It is a lecture course meeting daily with laboratory demonstrations, motion pictures, and stereoptican slides. Five credits. Fee \$.50.

***3. Environmental Studies.** This course is designed to develop a familiarity with natural surroundings for Washington and to lay a foundation for the teaching of nature study. Fee, \$.50. Five credits.

50, 51. Invertebrate Zoology. The first quarter comprises a study of the structure, classification, physiology, and life histories of the lower invertebrate animals, with laboratory work on representative forms of protozoa, porifera, coelenterata, ctenophora, platyhelminthes, and nemathelminthes.

The second course deals with the comparative anatomy, development, physiology, and phylogeny of the higher invertebrate groups: bryozoa, brachipoda, annelida, arthropoda, and echinodermata (lecture and laboratory). Either course may be taken separately. Fee, \$3.00 per quarter. Five credits each quarter.

52. Vertebrate Zoology. A lecture and laboratory course dealing with the structure and phylogeny of vertebrates. Representative forms of prechordates, fish, amphibians, reptiles, birds, and mammals are studied in the laboratory. Fee \$3.00. Five credits.

53. Comparative Anatomy. This course deals with the comparative morphology of the vertebrate animals. Two lectures and three laboratory periods weekly. Prerequisite, Science 52. Fee \$3.00. Five credits.

55, 56. Botany. The morphology, taxonomy, and physiology of the thallophytes, bryophytes, and pteridophytes are studied through representative plants during the first quarter. The second course deals with the life histories, physiology, and structure of the spermatophytes; representative gymnosperms and angiosperms will be

* Science 1, 2 and 3 may be taken in any order.

covered in laboratory. Each course is complete in itself and may be taken independently of the other. Fee \$2.00 per quarter. Five credits per quarter.

60. Earth Science. This is an introductory course to a study of the earth sciences. It will include important facts and principles concerning the physical and biological history of the earth. Five credits.

61. Historical Geology. The origin and evolution of the earth from earliest times to the present with particular reference to life forms and to the North American continent. Five credits.

62. Rocks and Minerals. A study of the more common rocks and minerals by hand inspection and simple tests. The student will collect and identify one hundred specimens. Three credits.

63. General Forestry. This is a study of trees, their habits of growth, the characteristic forest areas of North America and a study of leaves and wood structure. It is a foundation course for the study of paleobotany. Five credits.

65. Wood Technology. A study of the common commercial woods of the United States, emphasizing their recognition in hand specimens and microscopic thin-sections. Five credits.

66. American Forests—Present Distribution and Past Migrations. This course comprises a study of the composition of the present-day forests of the continental United States and their variation in time revealed by the fossil record of the Cenozoic era. Prerequisite, recommended five hours of forestry or five hours of geology. Five credits.

67. Taxonomy of Plants. This is an introductory course in the classification of plants. It includes the identification, classification, structure, and distribution of the higher plants and a study of natural flora units. Five credits.

70, 71. General Inorganic Chemistry. Chemistry of the metals and non-metals, including a brief survey of the carbon compounds. The modern concept of atomic structure is emphasized, particularly in its relation to chemical valence and reactivity. Five hours of laboratory (including "Quiz" sections) and three lectures per week. Fee \$3.00 per quarter. Five credits each quarter.

72. Qualitative Analysis. An elementary course in analysis for the common anions and cations. The physico-chemical basis of the analytical procedures is stressed. Two lectures and six hours of laboratory per week. Prerequisites, Science 70 and 71. Fee \$3.00. Five credits.

77, 78, 79. General Physics. A year's work in general physics, covering mechanics, heat, electricity and magnetism, sound, and light. Attention is given to important concepts and developments of modern

physics. Three lectures per week and four hours of laboratory. Fee \$3.00 per quarter. Five credits each quarter.

80. Physiology and Anatomy. Fundamentals of body functions and structure. The cat is used for basic laboratory work, applications to the human body being carefully worked out. Two lectures and six hours of laboratory per week. Fee \$2.00. Five credits.

90, 91. Human Physiology. Two quarters of Human Physiology are offered for students in nursing education and for elective work for science and health education majors and minors. The work consists of lecture and laboratory work and emphasizes the normal functioning of the body tissues. Fee, Science 91, \$1.00. Five credits each quarter.

92. Bacteriology. A lecture and laboratory course in the principles of bacteriological practice, isolation of pure cultures, routine cultivation of bacteria, morphology of type specimens, immunology, and dissemination of disease; includes also, a study of micro-organisms which are related to commercial practice and to water and food supplies. Prerequisites, Science 2 and 50 or equivalent. Fee \$1.00. Five credits.

93. Human Anatomy. This course is designed principally for students in nursing education. Five credits.

101. Organic Evolution. A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution, and the theories of heredity; artificial and natural selection, adaptation, performation, epigenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm, cogenesis, fertilization, segmentation, artificial parthenogenesis, and experimental embryology. Prerequisites, Science 2 and 50 or equivalent. Five credits.

103. Ornithology. A study of the biology of the bird, its habits, adaptations, and migrations. Emphasis will be placed on the birds of Washington through field work and on preparation for the teaching of this branch of nature study in the grades. Prerequisite, fifteen hours of biological science. Five credits.

104. Paleobotany. This is a study of the history of plant life on the earth with particular emphasis on the history of the Pacific Coast region. It will include a study of fossil leaves and woods for which this particular region is noted. Prerequisites, Science 53, 60 and 63. Five credits.

107. Paleontology. An historical account of the important plant and animal fossils, their evolution, radiation, dominance, and decline, together with some consideration of the geological horizons which they characterize. Prerequisite, ten hours of biology or geology. Five credits.

110. Quantitative Analysis. Elementary volumetric and gravimetric analysis. Two lectures and six hours of laboratory per week. Prerequisite, Science 70, 71, and 72. Fee \$3.00. Five credits.

113, 114. Elementary Organic Chemistry. A systematic study of the chemistry of the carbon compounds, including aliphatics, aromatics, and important derivatives. Three electives and five hours of laboratory per week. Prerequisites, Science 70, 71, and 72. Fee \$3.00 per quarter. Five credits each quarter.

133b. Science Education in the Junior High School. A course designed to familiarize prospective junior high school teachers with information, techniques and materials appropriate for teaching science at the junior high level. Students will work through science demonstrations and experiments and will organize unit materials for use in their subsequent teaching. Prerequisite, junior standing. Three credits.

150. Science Seminar. Each quarter a few students who have had twenty hours in science and have the ability to do original research in the field may make arrangements with the head of the department for assignment to this course. Two credits.

Mathematics

Major (45 credit hours): Mathematics 50, 51, and either 52 or 53, Physics 77, 78, and 79, Mathematics 120, and electives ten hours.

Major (30 credit hours): Mathematics 50, 51, 52 or 53, 101, 102, and 103.

Minor (15 credit hours): Mathematics 50, 51, and 52 or 53.

50. College Algebra. Functions and graphs, quadratic equations, polynomials, determinants, logarithms, and exponential equations. Prerequisites, high school Geometry 1 and 2 and Algebra 1, 2, and 3. Five credits.

51. Trigonometry. Trigonometric functions of an acute angle, solution of right and oblique triangles, functions of any angle, solution of trigonometric equations. Prerequisite, Mathematics 50 or equivalent. Five credits.

52. Analytic Geometry and Calculus. Graphic representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 51 or equivalent. Five credits.

53. Elementary Calculus. In this course the elements of differential and integral calculus will be presented. The presentation will include the theory of the calculus as well as drill in the ability to solve simple problems by the calculus. Prerequisites, 50, 51. Five credits.

54, 55, 56. Mathematical Analysis. A synthetic course. Functions and graphs, rates, maxima and minima, trigonometric functions, logarithms, exponential functions, polar and rectangular coordinates, and elements of differential and integral calculus are studied. Prerequisite, three units of algebra in high school. Five credits each quarter.

101, 102, 103. Calculus. Elements of differential and integral calculus. Prerequisites, Mathematics 53, 54, and 55, or equivalent. Five credits each quarter.

120. Mathematics for Junior High School Teachers. A course designed to acquaint the student with accepted techniques in the teaching of arithmetic, algebra, and geometry. Emphasis is given to the proper selection of materials and methods of presentation appropriate for the junior high school level. Prerequisite, junior standing. Three credits.

SOCIAL STUDIES

Commercial Education

Major (45 credit hours): 3, 53, 61, 62, 65, 105, History 50, 51, Social Science 52, 70, Geography 50.

Major (30 credit hours): 54, 59, 61, 62, 65, 105, and elective from geography and social science courses.

Minor (15 credit hours): 54, 59, 61, 64, and 65.

DEPARTMENTAL COURSES

Commercial Education

***51, 52, 53. Elementary Typing.** This is a course designed to teach the fundamental principles of the touch system so that the student may acquire sufficient skill to use the typewriter for his own use. Five hours per week. Fee \$2.00 each quarter. One credit each quarter.

****54. Advanced Typing.** An advanced course to develop greater speed and accuracy. Prerequisite, at least one year of typing in high school or acceptable ability. Five hours per week. Fee \$2.00. One credit.

55. Typewriting for Personal Use. This is a course for beginners who wish to acquire sufficient skill to type term papers, bibliog-

* College credit will be given for these courses, but does not count in a major or minor in Commercial Education.

** Students who have a proficiency in 54 and/or 59, as evidenced by a test, may be excused from these courses and so increase the major or minor elective credits.

raphies, letter forms, etc. Five hours per week. Fee \$2.00 each quarter. One credit.

***56, 57, 58. Shorthand.** Gregg's Manual is used with supplementary reading and transcribing. Speed dictation is based on text material covered. Five credits each quarter.

****59. Advanced Shorthand.** A thorough review of the manual; further points in principles of shorthand; and advanced phrase writing and shortcuts. Prerequisites, 58 or equivalent. Five credits.

60. Secretarial Practice. This is an advanced course in preparation for secretarial employment. Office techniques and practical adaptation of skills are stressed. Prerequisites, Commercial Education 54 and 59 or equivalent. Three credits.

61. Business Law. A general course in Business Law dealing with law in its relation to business. The course handles the fundamental principles of business law by the case method, showing how each principle applies to a typical business situation. Some of the instruments studied are contracts, offers, acceptances, preferences, interpretation, and discharge of contracts. Three credits.

62. Business Law. Study of the law of negotiable instruments and types of negotiable instruments. Three credits.

63. Business Law. A study of business organization; trusts, stock companies, corporations, partnerships, etc. Time is also devoted to the study of real property and real property mortgages. Three credits.

64. Business Correspondence. Correct instruction on how to write business letters and the handling of business correspondence. Attention is given to structure, content, and filing. Likewise, emphasis is placed upon correct Business English as well as proper analysis of different types of letters used. Three credits.

65. Principles of Accounting I. An introduction to the entire field of accounting, taking into consideration accounting systems from the simple to the complex, and how they are constructed from the basic accounting principles. The student is introduced to financial statements, their collection, interpretation, and analysis. Five credits.

68. Economics of Production. An introductory course which combines a thorough grasp of economic principles with a realistic treatment of the organization and processes of the modern business world. The course is designed especially for students whose pri-

* College credit will be given for these courses, but does not count in a major or minor in Commercial Education.

** Students who have a proficiency in 54 and/or 59, as evidenced by a test, may be excused from these courses and so increase the major or minor elective credits.

mary interest is in applied economics, emphasizing the problems of production. Five credits.

69. Economics of Distribution. Follows up Economics of Production (Commercial Education 68), emphasizing primarily the problems of distribution. Prerequisite, 68. Five credits.

105. Principles of Accounting II. A continuation of Commercial Education 65, with special emphasis on partnership and corporation accounting, accounting for payroll, social securities and income tax. It introduces the student to the construction of operative reports and the operation of balance sheets. Prerequisite, 65. Five credits.

106. Business Statistics. This course is designed to handle the methods of collection, sampling, and handling of data in distributions, averages, and index numbers. The problems for statistical analysis are chosen directly from business and social science. Five credits.

108. Office Practice With Emphasis on Army and Navy Procedures. Correspondence of both the Army and Navy is studied and actual experience is gained in the typing of military communications. Two credits.

109. Civil Service Training. Typing, shorthand, correspondence, filing, grammar, spelling, and arithmetic are studied with a view toward future civil service employment. Three credits.

Geography

Major (30 credit hours): 50, 110, 112, 113, 118, 121, 122, 123, and an elective.

Minor (15 credit hours): students, with the advice of the instructor, will select (from the following list) courses that best suit his teaching plans, 50, 110, 111, 112, 113, 118, 121, and 122.

1. World Geography. A study of man's adjustment to natural environments in various parts of the world. Five credits.

50. Economic Geography. This course is concerned with the geographic factors which underlie the economic activities of man in the several climatic realms of the world. Five credits.

81. Physical Geography. The work of this course divides itself into two parts: (1) a study of the major and minor land forms, and (2) an analysis of the physiographic regions of the United States. Interpretation of topographic maps and a study of the more common rocks are included in the above work. Five credits.

82. Physiography of Washington. A detailed study of the physiographic features of our state, with emphasis upon our scenic attractions, both east and west of the Cascades. Three credits.

83. Weather and Climate. A study of (1) the elements of weather and climate (temperature, pressure, winds, atmospheric moisture and

precipitation, and storms), and (2) climatic types and their world distribution. Five credits.

110. Geography of North America. An interpretative geographic study of the major regions of Anglo-America (Alaska, Canada, United States). Five credits.

111. Geography of Latin America. A survey of the geographic landscapes and the economic activities of man in the countries of Central and South America, in Mexico, and in the islands of the Caribbean Sea. Three credits.

112. Geography of Europe. A comparative study of the geographic and political units which compose Europe. Useful in the interpretation of European history. Three credits.

113. Geography of Africa and Oceania. A regional study of Africa and Australia and a survey of geographic landscapes and economic activities of man in the islands of the Pacific. Three credits.

114. Conservation of Natural Resources. The natural resources (lands, forests, waters, minerals, wild life) of the United States; their character, distribution, use and waste; present attitude and activities of state and federal governments in regard to conservation problems. Three credits.

115. Cartography. This course is concerned with the study of map projections, scales and symbolism; the construction and interpretation of topographic, climatic, isopleth, and dot maps; the drawing of block diagrams; the comparison of school atlases; and the use of the globe. Two credits.

116. Geographic Influences in American History. A study of the influences of natural features upon the discovery and exploration of America, the settlement of the Eastern Seaboard, and western migration in the United States. Recommended to students of American History. Three credits.

118. Geography of Asia. An analysis of the natural and cultural landscapes and the activities of man in the various geographic and political areas which comprise Asia. Three credits.

121. Practical Aids in Teaching Geography. Students who wish a review of the basic elements of geography plus a knowledge of the source and selection of materials, familiarity with elementary text and reference books and a study of the units commonly taught in the schools of the state will find this course helpful. *Two Credits*

123. Geography of the Soviet Union. It is the function of this course to study the climate, resources, distribution of population, and the economic activities of the several nations that comprise this nation. *Two Credits*

History

Major (30 credit hours): 50, 51, 58, 59, 104, and five hours of elective.

Minor (15 credit hours): 50, 51, 58 or 59.

21 Growth of American Democracy
50. History of the United States I. A survey of the period from the first discoveries to the Civil War. Special attention is given to the political, social, and cultural life of the people and to the rise and development of the new nation. Five credits.

51. History of the United States II. A survey of the period from the Civil War to the present, with emphasis upon the political, economic, social, and cultural developments of the American people. Five credits.

54. Modern History I. A survey of Europe from the Reformation to 1815 which deals with the rise of the absolute monarchies and religious and commercial revolutions to the 17th and 18th centuries, the French Revolution, and the Napoleonic Period. Five credits.

55. Modern History II. A survey of Europe from the Congress of Vienna to the present. Topics of importance in this course are Congress of Vienna, the developments of nationalism, the rise of democracies, causes of the World War, and the rise of new dictators. Five credits.

57. Current History. An attempt to evaluate the events and movements in the present world situation. Historical background material is presented to aid in a better understanding of contemporary world affairs. Five credits.

58. Ancient and Medieval History. Every effort is made in this course to provide the student with an opportunity to become thoroughly acquainted with Old World Backgrounds. The course deals with the literature, architecture, religion, philosophy, institutions, government, customs and manners of the Egyptians, Greeks, Romans, and Western Europeans. The private and social lives of the respective peoples are emphasized, rather than military history and strict chronological presentation of historical developments. Five credits.

59. Modern World History. The content of this course is centered around the leading world-wide movements and historical events that have occurred between the French Revolution and the present. Analysis and interpretation by means of problems, discussions, and lectures provide students with a wide historical background which will help them toward gaining a clearer understanding of current world affairs. Five credits.

102. Background of the World War of 1914-1918. A study of the historical background and the fundamental causes of the World War, the internal organization of the states of Europe and their in-

ternational viewpoints relative to economic rivalry, unredeemed territory, militarism, the Triple Alliance, and the Triple Entente. Five credits.

103. Europe Between the World Wars. This course deals with the major problems following the Peace of Paris, 1919. Special emphasis is given to the periods of settlement, adjustment, and collapse. The rise of the totalitarian states with their attendant ideologies is traced with reference to their historical antecedents and the personalities of their dictators. Five credits.

104. The Latin American Republics. While due attention will be given to the Spanish and Portuguese period, this course stresses the period since the Wars of Independence. Special attention is given to those factors of the historical background which contribute to a better understanding of the present social, economic, and political life of the southern republics. Five credits.

109. The West in American History. A course which emphasizes westward expansion of the American people, from the first settlement of the eastern coastal plains to the occupation of the last frontier area. Special attention is given to western explorations, patterns of settlements, the fur trade, land policies, the evolution of agriculture, political organization, transportation, frontier characteristics, territorial acquisition, the mining and ranching West, and the influence of the frontier on American institutions. Five credits.

110. The History and Government of Washington. This course is designed to meet the requirements of the state law. It deals with the early phases of exploration and settlement in Washington as well as the more recent political, economic, and social developments. Prerequisite, junior or senior standing. Three credits.

111. The United States in the Twentieth Century. The development of the United States from the Spanish American War to the present is emphasized in this course. Special attention is given to those aspects which illustrate the complexity of modern life and reveal the problems created by an industrial civilization. Five credits.

112. Diplomatic History of the United States. A course which traces the history of American foreign policy from the Revolutionary War to the second World War. Prerequisite, ten hours of American history or consent of the instructor. Five credits.

113. Readings in European or American History. Opportunity is provided for superior students to carry on independent study in particular fields in either European or American history under the direction of the staff members. Prerequisite, junior standing, twenty hours of history, and a grade point average of 2.5. Two credits.

114. Latin America and the United States. This is a study of the relations between the republics of Latin America and the United

States from the Wars for Independence to the present, including diplomatic, commercial, and cultural factors which have made for hostility or friendship. Five credits.

115. History of Canada. Beginning with the first explorers, a survey is made of the French period including the fur trade and colonization, the half century of conflict, Canada as a British colony, as a Dominion, and as a member of the British Commonwealth of Nations. Five credits.

116. Economic History of the United States. A specialized study of the economic factors which have played a part in the development of the American nation, beginning with the European background and continuing to the present. Five credits.

117. Topics in Pacific Northwest History. A study of selected phases of the development of the Pacific Northwest in the twentieth century. Two credits.

118. Selected American Biographies. A series of biographical studies of Americans who have made special contributions in the field of statecraft, economic life, or social progress. Five credits.

Social Science

Major (45 credit hours): Social Science 51, 52, 70, 117c, History 50, 51, 59, Geography 110, 111, 112, 122.

Major (30 credit hours): 117b, 120, History 50, 51, 58, Geography 50, and five hours elective.

Minor (15 credit hours): 52, 117b or 117c, History 58 or 59 or Geography 50.

1. Structure and Development of Modern Society. This course and the one following are designed to achieve these objectives: to introduce the student to the nature of contemporary society; to show by relevant historical data how social problems have arisen and in what way sociology, economics, and political science may contribute to an understanding and the possible solution of these problems. Social Science 1 provides an introduction to the framework of modern American civilization with particular reference to social institutions and the operation of the competitive system. Five credits.

2. Structure and Development of Modern Society. A study of the nature and organization of political institutions with special emphasis upon American Government in its functional relationships with economic trends, social problems, and international affairs. Five credits.

201. Devel. & Soc. Insts.
50. Anthropology. An introduction to the science of man which studies the behavior of primitive peoples, their artifacts, folkways and institutions, and the evolution of human intelligence and society. Five credits.

51. Principles of Sociology. A course which acquaints the student with the basic concepts of sociologists regarding human nature; the cultural heritage; social interaction and group behavior; human ecology; communities; and social change. While due attention is given to social theory, considerable use is made of descriptive materials and factual data which illustrate current trends in human relationships. Five credits.

52. American Government. A study of the origin and development of the government of the United States, with emphasis upon the structure and functions of the various branches. Some time will be devoted to political organizations, and to the rights and duties of a citizen. Five credits.

54. Comparative Government. This course provides a broad survey of the more important governments of the world. The first half of the course deals with the English, French, Swiss, and Japanese governments; the last half is directed to the political organization and the economic programs of the dictatorships of Germany, Italy, and Russia. Five credits.

70. Principles of Economics. This course deals with a presentation of institutional economics and how the principles were formulated and developed. It gives an introduction to the historical approach of economic doctrine, the literature, and comparative economic thought. Five credits.

100. International Relations. A course in world politics with emphasis on the consequence of nationalism and imperialism. Among the subjects considered are: foreign policy, international law, conciliation and arbitration, international cooperation, leagues and associations of nations, contemporary world problems, and plans for a new world order. Five credits.

111. Contemporary Social Thought. In this course the more recent ideas, comprehensive plans, and national and international movements for effecting social change are studied. The method is that of critical analysis and objective evaluation of the merits and limitations of each idea or proposal considered. Five credits.

117b. Social Science Methods and Materials. The central purpose of this course is the selection and use of methods and materials for effective teaching of the social studies in the elementary school. A specialist in elementary school social studies, assisted by teachers in the College Elementary School, will discuss how to select appropriate materials and will demonstrate methods of teaching social studies at all levels from kindergarten through the sixth grade. Three credits.

117c. Social Science Methods and Materials. This course is concerned with recognized current methods and materials at the junior high school level. Three credits.

119. Social Problems. A study of those aspects of modern society which reveal social disorganization and personal maladjustment. Among the topics treated are: distribution of income; population movements; unemployment; crime and juvenile delinquency; family disorganization; mental and physical deficiencies; and racial problems. Five credits.

120. The Community. An examination of various types of communities and their organization with particular reference to those of the Pacific Northwest. Emphasis will be placed upon the aspects of community life of most concern to the prospective teacher. Two credits.

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